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ABSTRACT

The major objectives of this conference, a collaborative effort of various institutions and educational agencies in Kentucky and from around the United States, were to: (1) provide colleges of education with a model to increase their effectiveness in promoting the recruitment, retention, and certification of minorities in teacher education programs at the local, state, and national levels; (2) facilitate the application of relationships among educators, business persons, parents, and other groups to assist in improving the recruitment and retention of minority teachers; and (3) facilitate the implementation of the model(s) and materials to assist in local recruitment and retention of minority teachers. These proceedings are organized into nine sections: (1) Introduction; (2) Minority Teachers: Who Needs Them and Why? (3) The Problem Initiatives and Unanswered Questions; (4) Overview of Recruitment and Retention Models; (5) Implementation of the Model; (6) Group Sharing and Problem Solving; (7) Viewing the Model from a National Perspective; (8) Where Do We Go from Here? and (9) Summary. A list of conference participants is appended. (LL)

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Implementation of a Model for the Recruitment and Retention of Minority Students in Teacher Education

Proceedings of the Second National Conference
Lexington, Kentucky
January 17 - 19, 1988

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Edited by

Ernest J. Middleton • Harry V. Barnard • Emanuel J. Mason

University of Kentucky
Lexington, Kentucky

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Fayette County Education Association

Delta Sigma Theta Sorority

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Acknowledgments

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We are indebted to Shelly Slatin whose editorial advice and input were invaluable to this undertaking.

Finally, we express a very special appreciation to our wives and families for their understanding and patience while we labored in this endeavor.

Welcome

Edgar Sagan,
Dean, College of
Education
University of
Kentucky

Welcome to the Second Annual Conference on the Recruitment and Retention of Minorities in Teacher Education. We have over 120 participants registered for this conference, and more than 100 institutions are represented, which is an indication of the universal recognition of the importance of this topic.

We are pleased to see familiar faces from last year, and we offer a special welcome to those attending for the first time. Participants at last year's conference have received complimentary copies of The Proceedings, and AACTE is publishing copies for general distribution. Some of the topics in the proceedings from last year's conference are: History and Social-Psychology of the Issue, Futuristic Views of Minority Participation in the Traditionally Black and White Institutions, Profiles of the Existing Recruitment Programs, and Recruitment and Marketing Strategies for Minorities in Teacher Education. This year's conference will focus on the implementation of these strategies. The sponsors of this conference are listed on the back page of your program, and obviously, the program would not be possible without the financial support of the various agencies. They have our deep gratitude. To ensure that you know you are welcome you to Lexington and Kentucky, we will now introduce several welcomers.

Jack Foster
Secretary of the
Education Cabinet
Governor's Office

Good afternoon. It is my pleasure to represent the Governor today as Secretary of the Humanities and Education cabinet. We are all aware of the nature of the problem so there is no reason for me to tell you about it. The Governor welcomes you here and wishes you a productive conference. In honor of this conference he has prepared the following proclamation :

To All To Whom These Presents Shall Come:

> *Whereas, there is a growing shortage of minority teachers in schools across the nation, and the number of minority students entering the teaching profession is steadily decreasing; and,*
>
> *Whereas the proportion of minority students enrolled in elementary and secondary schools is increasing, and these students will have fewer minority teachers as role models; and now, therefore, I Wallace G. Wilkinson, Governor of the Commonwealth of Kentucky, do hereby proclaim the week of January 17, 1988 as Minority Recruitment Conference Week in Kentucky and hereby commend the sponsors and participants of this conference.*
>
> *Done at the Capitol, in the city of Frankfort, this the 13th day of January. In the year of our Lord one thousand nine hundred eighty-eight and in the year of the commonwealth the one hundred ninety six.*
>
> **Wallace G. Wilkinson,** Governor of the Commonwealth of Kentucky

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Art Gallaher
Chancellor
Lexington Campus
University of
Kentucky

On behalf of the University of Kentucky, I want to welcome you to the Second Annual Conference on Recruitment and Retention of Minority Students in Teacher Education. A year and a half ago, when Dr. Middleton initially proposed to me the first such event, I thought it was an excellent idea, one whose time certainly had come, and possibly was overdue. The success of that first event confirmed all of our expectations, and I think that the program assembled for this year's conference promises even greater success than the first. So, I want to take this opportunity to compliment those who conceived the idea originally, those who have encouraged it through their sponsorship, and especially to all of you who are the participants who make this kind of innovative activity a success.

I want to take just a moment to say a few words as a university administrator. There is much talk these days of a crisis in education—and well there should be, because the real crisis is in society at large. Education, as the major provider of attitudes, skills, and knowledge, has to be considered a major factor in how we conceptualize what drives our system. At bottom, of course, is the rapid shift in our industrial system away from one that is manpower and material-based to one that is based in information and knowledge. The implications that flow from this are enormous, and the concern of many of us is that society is showing too much reluctance to face this future.

Those of us in education, however, should not only face the change that is occurring, that is eminent, but we should be out front doing so. I suggest to you that the transformation we are beginning is one of great magnitude of an order very different than any this society has ever faced before. Put simply, the way we have done it in the past will fall far short of even minimum adequacy for the future. Education has a critical - probably the most critical - role to play in charting that future. So I ask the participants here to think of education as in a crisis to be sure, but the crisis is more one of our seizing opportunities in the future than of our inadequacies in the past.

That brings me to this conference on minority recruitment and retention of students in teacher education programs. It is patently obvious that what we have done in the past in this area has been woefully inadequate, but I ask that we not get mired in the reasons why that has been so. Rather, we need, in this particular area, probably as much or more than any other, to think boldly about the future and to strike out in new directions. We need to bring minorities into the mainstream of the new social order, not just in education but in all other areas where we have been slipping in recent years. This new social order is one not evolving from the past as did the old, but one that is bursting upon us in revolutionary fashion. The way we get into this new social order is through education, because the shift is away from manpower to brain power; the key to functioning in this new social order will demand education on a higher level for even the most menial task than ever before.

To me as an anthropologist, the imperative clearly is there, because one thing is certain as we shift to an industrial age that is knowledge based: as the global community adapts increasingly to the new industrial model, the gap between the haves and the have nots, both within a given society and between societies shows every sign of getting larger. The advantage we have now in dealing with the problem before this particular group, is that you can deal with it in an environment of rapid change. I wish you good speed. Thank you very much. It is a pleasure to have you here.

John Brock
Superintendent of
Schools
Kentucky
Department of
Education

It is certainly a pleasure for me to be here today to welcome you on behalf of the Kentucky Department of Education. I would also like to welcome you on behalf of the State Board of Education, and if I may be so bold, on behalf of all the teachers and school administrators throughout the State of Kentucky. We are certainly happy that you are here. We hope the next two or three days will be fruitful, and look forward to hearing the suggestions that result from your work here.

As state school superintendent, I am concerned about the decline in the number of minority teachers that we have in the State of Kentucky and throughout the nation. We are also concerned about the decline in the number of minorities entering the teaching field. If we are going to reverse that trend, it will be through the efforts of people like you and conferences of this nature. As state school superintendent in Kentucky, I am fully supportive of your efforts.

I have been superintendent for the past fourteen days, so obviously we haven't had the opportunity to do many things concerning the problem that you are here to address. But one significant thing that you might be interested in, particularly those of you in Kentucky, is that we are restructuring the Department of Education. We have decided that it is important to maintain the separate division for the Office of Equal Educational opportunities to attack some of the very problems you will be dealing with. I think that is significant. Al Kennedy, the Assistant Director of that division, is here and will be working with you and keeping me posted on what I can do to help.

Every school in Kentucky needs minority teachers whether or not it has minority students. But in those schools where we do have significant numbers of minority students, we certainly need more minority teachers. The reason for that is quite simple. Students need role models and there is no better role model than a teacher who spends twenty-five years in public education in Kentucky. We will be working to try to assist recruiting and retaining outstanding minority teachers throughout the State of Kentucky. I am very anxious to hear what you find out and what suggestions you might have for us.

Again, I want to thank you for giving me the opportunity to be here to extend greetings from the Department of Education and let you know that I am fully supportive of your efforts.

Diane L. Reinhard
Dean
College of
Education
University of West
Virginia

I bring you greetings from the association that has the Guinness World Record for the longest name: the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities. When Dean Sagan and his colleagues asked the Association for some fiscal support for this conference, we were immediately willing to assist. Our members recognize that the problem we are addressing here, how to bring more minority students into teacher education and how to assure that they stay, is a critical issue right now. It promises to become even more severe within the decade, when there will be a striking imbalance between the tiny number of minority teachers in our schools at the same time that approximately 40% of the pupils will be members of minorities.

Our Association wants to help solve the problem. We want progress toward increasing minority membership in the teaching profession, because we understand the immediate and lasting negative impacts of the situation we face. We also know that there is much to be gained from conferences such as this one, where we can work together to understand the complexity of what we are dealing with, learn from one another, and structure actions based on best practice.

I am very pleased to be here, and I look forward to joining in the deliberation and getting some insights into how the Association I represent can contribute to solutions.

Ronald Walton
Superintendent
Fayette County
Schools
Lexington, KY

I think it is marvelous to have this many people who abandoned their television sets and the playoff games to address this very important topic. It shows a bit about the commitment of the people in this room to this subject. It is certainly a pleasure on my part to be one of those who has been asked to extend greetings to those of you who are attending this conference. While Fayette County Public School System is not listed as one of the sponsoring organizations, the Fayette County Education Association is, and Ms. Bergman the president of that group is here. But I can assure you, even though we are not a sponsoring agency as such, the subject that you will be considering during the next few days is one of which is of great interest to the Fayette County Public Schools. We are hopeful that your deliberation might lead you to the development to new initiatives in this very critical area of staffing the public school systems of this country.

As has already been said several times, the percentage of minority students in our schools is on the increase, at the same time the number of minority teachers is declining. Suggestions that I have read along this line are that by the end of this century, minority representation in the national teaching force could be less than five percent while the number of minority students will jump to thirty three percent. Our experience here in Fayette County seems to bare out those kinds of projections. In 1983-84, for example, minority representation on our certificated staff was about twelve percent. For the current year that figure has fallen to ten percent. On the surface it might seem that we are not doing a very good job in our affirmative action efforts and that those efforts might not be adequate. However, when one looks at what has happened to the pool of minority applicants during this decade, the problem, I think, is seen in a little different perspective. In 1980, in this school system, six percent of all applicants for teaching positions were minority. In 1985 that percentage fell to 3.5 percent and by the fall of 1968, we had only 3 percent minority applicants. What these figures indicate to me is that the first annual conference on recruiting and retaining minorities in teacher education programs should have been held about five or six years ago.

While we are only indirectly involved in the teacher preparation program of the University of Kentucky and other surrounding teacher training institutions, we obviously have very high stakes in what these institutions produce in the way of graduates in teacher education. Although, we make concerted efforts to recruit minority students from colleges and universities across this country, we still recognize that Kentucky colleges and universities will provide us with most of our applicants and certainly the University of Kentucky will be at the top of that list year in and year out. Now to get some ideas as to the availability of minority candidates from one of the most widely recognized sources of the supply of the teachers for any school system, and I am referring to the supply that might be in student teaching in that system, I ask the individual who coordinates that program for us to tell me how many student teachers this year were minorities. He indicated that last fall, the fall of 1987, out of 119 student teachers, only one is a minority student. These figures are rather typical for the last several years in this school system.

Now, all of this is my way of saying that I appreciate very much the commitment of those of you attending this conference to address this serious problem. It would be very easy for all of us to just dismiss this phenomenon by rationalizing that it is wonderful that minorities now have so many opportunities that they haven't had in the past, and there is not really a whole lot we can do about it. Of course, that is not an acceptable posture, especially in terms of the impact that school makes on a student's opinion about the larger society and his or her own future.

As is pointed out in the document, ***A Nation Prepared: Teachers for the Twenty-first Century,*** "The race and background of their teachers tell the student something about authority and power in contemporary America. These messages influence children's attitudes toward school, their academic accomplishments and their views of their own future. And intrinsic worth." So it seems to me that this is reason enough for the education profession to identify creative solutions to this very complex problem. I personally want to thank and commend the University of Kentucky for exercising the required leadership in putting this conference together and certainly thank all of the sponsoring agencies for their interest in, and support for, this venture. I hope everyone here finds the conference stimulating and that as a result of your deliberations the new initiatives that I referred to earlier might be identified.

I. Introduction

Ernest J. Middleton and Emanuel J. Mason, Conference Co-Cordinators, Presiding

Ernest J. Middleton
University of Kentucky

My task today is to give you an overview of the program and to introduce the sponsors. Let me take this opportunity to offer my words of welcome to you also. I want to thank you for coming to share your ideas and your concerns about this matter with us. As I look out at this audience, I am reminded of a story told by a distinguished United States Senator when he spoke before all sorts of groups. Invariably he would pose this question, "Ladies and Gentlemen, why are you here?" One day he had the occasion to address the inmates at a mental hospital and he stood there and he looked over the audience and said, "Ladies and Gentlemen, why are you here?" In the back of the room, one of the inmates rose and said, "Well, sir, Mr. Senator, we are here because we are not all there." With this thought in mind, I know why you are here today! You are here because minority students are not all there. And getting them there, specifically in our education programs is what we will be talking about and focusing on for the next three days.

The first annual conference was a working conference that drew 120 participants representing 100 institutions from 35 states. The conference provided the framework for a recruitment and retention model. This year's conference is designed to assist participants in planning and implementing the model. There will be several opportunities for you to share research and experiences in small and large group sessions. It is our hope that from these sessions, we will be able to identify institutions with models for recruitment and retention that will be beneficial to your institutions, and that we can provide each other with some directions and strategies that will lead to successful programs at our home institutions.

The major objectives of this conference are:

1. To provide colleges of education with a model to increase their effectiveness in promoting the recruitment, retention, and certification of minorities in teacher education programs at the local, state, and national levels.
2. To facilitate the application of relationships among educators, business persons, parents and other groups to assist in the improvement of recruitment and retention of minority educators.
3. To facilitate the implementation of the model(s) and materials to assist in local recruitment and retention of minority teachers.

This conference is the result of a collaborative effort of people from various institutions and educational agencies in the state and the nation. We have several of these people present today, and I would like to introduce them to you.

Several members of the sponsoring agencies were not able to make it into Lexington today; however, they will be here tomorrow. I would like one more time to mention the names of groups that helped make this conference possible. The Land Grant Deans, The Kentucky Department of Education, The Kentucky Education Association, The Kentucky Council on Higher Education, The Fayette County Education Association, Delta Sigma Theta Sorority, Alpha Kappa Alpha Sorority, Division of Equal Educational Opportunities Department of Education, Lexington-Fayette County Urban League, and the Education Commission of the States all helped with this conference. One reason I went through this long list of names is that part of our model calls for interaction with the community. You will see that in action tomorrow night at the Martin Luther King Banquet. This was an organizational effort spurred by various community groups, and I think a beautiful thing to see when you come in here tomorrow night will be how the University of Kentucky can and does work with the local community in affirmation of one of the key elements of the model.

Marnel Moorman
Vice President
Kentucky
Education
Association

On behalf of the Kentucky Education Association, welcome. President Allen had another commitment. It is indeed a pleasure to be with you today. As one of the sponsors of the conference, we have worked through our Human Relation Specialist, Renee Aniton, a member of the conference planning committee. We are glad to see so many others working to solve these problems. Already in our organization, we are forming a task force to deal just with recruitment of minority teachers. We were invited last year to participate in the first conference. It is so good to see the commitment continue. For so long, our State, as great as it is, has made no mention of this problem. Now, we feel a commitment is being made, and we are delighted to participate. Hopefully we will identify strategies that will address this need. I want to commend the University of Kentucky for spearheading this effort.

Joanne Lang
Deputy Executive
Director for
Planning
Kentucky Council
on Higher
Education

On behalf of the Council, I want to welcome you to the conference, and to those of you who are not from this part of the country, welcome to Kentucky. The Council has made special efforts over the past two years to improve recruitment and retention of minorities as much as possible at our public universities. We have done this primarily through recommendations by a special task force charged with dealing with issues on recruitment, retention and mobility of minorities. We have done other things, such as sponsorship and supporting conferences like this one. Last summer we completed a five-year desegregation plan under the U.S. Office of Civil Rights. Even though that ended last summer, we have continued and are on record for continuing our commitment to equal educational opportunity for all Kentuckians. Something that we feel particularly good about because of some of the statistics we heard earlier this afternoon, is that we are focusing attention on recruitment and retention of middle school and high school minority students. We want to be able to increase that pool, and we feel that the way to do that is to increase educational aspirations of those students. We hope that they will not only complete high school, but go on and complete a college education.

One of our Council members, Mr. Wendell Thomas, who in addressing the task force on minorities, was quoted as saying "The full opportunity and equity for black students on all of our campuses is the only acceptable goal. The universities and colleges must do whatever it takes to win that prize." I think this conference adds to the achievement of that goal and will address increasing the number of black teachers in our school systems who can serve as models for young students.

I want to leave you with a message that I think is particularly relevant here to Mr. Thomas' address to our task force on student recruitment - your goal is to help change society to make our system work for all students. Now some would say it is not whether you win or lose, but how you play the game. I think the challenge for all of us, is to know that winning at equal education opportunity isn't everything, it is the **only** thing.

Your participation in this conference certainly will address that goal. I appreciate your willingness to attend a conference like this and we, too, at the Council on Higher Education will look forward to the results of this conference. We need your assistance and appreciate your support.

Albert Kennedy
Assistant Director
of Equal
Educational
Opportunity
Kentucky
Department of
Education

It goes without saying that we are here to focus on a problem that is not an isolated problem for certain states or one certain party, but to the nation as a whole. I was very excited about being a part of this conference. The Division of Equal Opportunity is only one mechanism in the State Department of Education that is helping to deal with this problem.

Ninety percent of our work deals with school districts. We recently did a survey of all the school superintendents in the state. One of the overwhelming problems that they are dealing with - especially those school districts with ten percent or more minority students - is finding minority teachers. This shows an interest. One of the programs we have initiated out of the Division of Equal Education Opportunities is a minority teacher recruitment program. At this time we only have a very small pool of minority teachers. As a matter of fact, just a couple of months ago, Jefferson County, which is the largest school district in the state, called the division for minority applicants. We sent them ten; eight are under contract at this particular time. I was also told, if we could send them another hundred, they would be under contract.

It goes without saying that we are here to develop and to implement a model that we hope would be good not only for the state of Kentucky, but for the nation. We hope that you will take the topic seriously and develop a product that can be used. So, on behalf of the Department of Education and the Division of Equal Educational Opportunity, again, welcome you and I sincerely hope that this conference is beneficial to you all.

Emanuel Mason
University of
Kentucky

The program of the conference is centered around the model developed in discussions held at our conference last year. This year we will be looking at the various functions of that model and discussing how to implement the various functions. The model, as will be shown tomorrow, is really a very general and flexible statement that will adapt to each setting in which it is applied. As we look at the model more closely in the discussions during the next couple of days, think of it as an outline - a place to start - and also be thinking about the setting that you come from and the settings in which you would like to see the model implemented.

Our plan is to have large group discussions of a topic and then to break down into smaller groups. The smaller groups may now be as large as thirty or forty because of the number registered. The large group sessions may discuss such topics as local settings and programs that may have already been implemented. On the other hand, they may involve some experts talking about how a particular type of function is approached. We tried to do whatever would be best in presenting each function. The small group panels will be more focused.

II. Minority teachers: who needs them and why?

Ms. Hallie Evans, Fayette County School Teacher, and President of Delta Sigma Theta Sorority, Presiding

Carl Rowan
Syndicated
Columnist
Washington, D.C.

I want to start this speech with a verse from Hamlet and tell you that the nice things Miss Hallie Evans said in the introduction aren't exactly what I am accustomed to when I read my day to day mail. I am more inclined to see things like the letter from the woman who reads the Newark Star Ledger saying, "I was lying on my sick bed and I started to read your column and I got sicker and sicker!" Now, they play a game out there to see who can write in the cleverist insult. I suppose she thinks she is one of the best, but she isn't even close. I still give that honor to the woman in Grand Rapids, Michigan, who was unhappy about a column I had written about President Reagan. She sent me a letter saying, "Dear Mr. Rowan: Life for you must be a terrible burden, being black and stupid at the same time!" Well, I answered her like I do with all my reasonable mail. I said, "Dear Madam: Life for you can't possibly be so great a burden, since you obviously only have half my problem!"

Now I admit, I might be a little bit on the dumb side, but I am not so dumb that don't understand that learning is the greatest liberator mankind ever knew. Ignorance has enslaved more people than all the armies ever assembled by man. But the question is, how do we break a lot of children out of the shackles of ignorance. Well I can tell you one thing, you better have some teachers who truly care about some of those youngsters. I was brought up in those shackles of ignorance in a little country town in Tennesee, in the heart of the Great Depression. I happened to have a teacher named Miss Bessie. Miss Bessie Quinn who couldn't pass one of these damn teacher's exams to save her life! You know, I always thought she was a graduate of Fisk University. Years after I left, I found out she had only gone to normal schools. Miss Bessie made a profound difference in my life. Nobody in my family had finished high school, and I am not plagiarizing Joe Biden! No one had ever finished high school, let alone gone to college. Now one day Miss Bessie said to me, "I could tell today that you really hadn't read Beowulf." I said, "Miss Bessie, I hate Beowulf and I ain't got time to read anything I hate." She fastened a steely look on me and said, "What do you mean, ain't got time? I'm your English teacher and I know that you know better than to talk like that." I said, "But Miss Bessie, I'm trying to make first string end on the football team. If I go around saying,' it isn't' and 'we aren't' those guys are going to laugh me right off the squad." Now, this little woman who didn't weigh 95 pounds soaking wet reached over and got me by the coat, and she said..."Let me tell you something. Long after you become unable to play football, you've got to be somebody." I looked at that woman and I started saying..."It isn't" and "We aren't", and I still made first string on the football team. And with God's grace, I graduated valedictorian of my high school class. But, even to this day I remember sitting in front of the kerosene lamp writing sonnets because this woman made me believe that I could write sonnets as well as Shakespeare ever wrote. I can still quote the thing she forced me to remember that might seem to be trite, but is not, from Longfellow's, The Letter of St.

Augustine: "The heights reached and kept by great men were not attained by second flight, but they loved their companions like we are toiling upwards in the night." Marvelous teachers were able to deliver something that a 13 year old boy needed so desperately. But it didn't end there.

I remember graduation night in 1942. I had three buddies. We called ourselves the Galloping Gales because of a fascination with the Santa Clara college football team that called themselves the Galloping Gales. We did our little dirty work like going around throwing stones on top of the tin roofs of peoples' houses, especially the ones who wouldn't let their girls out after sundown! We were so proud to call ourselves the Galloping Gales. Anyway, graduation night we were out in the back of the school. One guy in this dry county had somehow come up with a bottle of Muschatel wine, and we each took a slug. Then this guy said, "Tomorrow, we're volunteering to join the Navy. You coming with us, Carl?" I said, "Give me another slug of that thing, hell no. The only thing you can be in the Navy if you are a Negro is a cook , or a mess attendant. I can't cook and I sure as hell don't want to attend to any mess! So you guys go on without me!"

So, I went to Nashville and worked for a dollar a day at the TB Hospital and enrolled in Tennessee State College. And, oh my God, what did they do? They put me in art class! In case some of you have forgotten what Jim Crow school was like, this school was so small that if two kids were in the library, and one wanted to turn the page of the book, the other had to sit outside! But, I went down there worrying about whether or not I could compete with the city slickers from Pearl High in Nashville and the folks from Memphis and Knoxville and Chattanooga. But they really shocked me when they put me in the art class. I went to class and what does Miss Frances Thompson do? She passes out a piece of paper and says, "I want you to write on that piece of paper the grade you expect to get in my class." Oh Lord, I summed up my courage and I wrote a big "C" on that piece of paper. She rippled through those pieces of paper and looked up and said, "Would Carl Row-an please stay for just a few seconds after class?" And I wanted to say, "Row-an?, but I didn't have the nerve. I stayed and she looked at me and said, "Will it surprise you if I told you I knew every grade you got in high school?" I said, "No, ma'am." She said, "I know you never got a C so why did you put C on this paper?" I just sat there like a frightened rat. She opened her desk drawer and pulled out another piece of paper, and told me again to write the grade I expected. So I said to myself, "Well, if that is the way she wants it, and I put a big "A" on that piece of paper. I can tell you that no teacher in history ever worked harder to earn a student an A! But, I got it. Years later I realized that that woman had given me something that money couldn't buy. One day about twenty years ago, I first told this story in a public speech and it was printed in the newspaper. Somebody sent a copy of it to Miss Thompson. She wrote me a letter that brought my wife to tears. She said, "For all these years my brother has been saying to me, you wasted your life. .You should have gotten married. You should have had some children. And she said, "I read that clipping from the newspaper and I said to him, 'You see I didn't really waste my life, did I?'" Well friends, Miss Thompson did not waste her life. Because without Miss Bessie and Frances Thompson, I never would have made it to a major daily newspaper in a town during a time when you could count literally on one hand, the number of black people who were allowed to be reporters on daily newspapers in America.

The ability to be a journalist is what brought me in touch with the man you are honoring tonight...Martin Luther King, Jr.. I had gone south once when I wrote South of Freedom, but after the 1954 Brown vs. Board of Education decision, I wrote the **Minneapolis Tribune** that I wanted to go back and to take a white reporter with me. We were going to have a look at the extent to which Americans were willing to comply with the law of the land.

I barely reached the site when Rosa Parks told that bus driver, "I will not get up so some white person can sit down." I reached Montgomery, Alabama just on the morning of the evening when they were going to have a meeting at Jo Ann Robinson's house. She was an English teacher at Alabama State. I went over and said, "I know you may not be too thrilled with newsmen, but I would like to sit in on this meeting." She said, "Oh my, I am using your book South of Freedom in my English class. I trust you. Come on to the meeting." So, I went to her house that night. I was thirty years old. There was 27 year old Martin Luther King and Ralph Abernathy and a lawyer named Fred Grady and Mrs. Adair. The first thing I noticed was that Dr. King and Rev. Abernathy had a bottle of Jack Daniels, which they were tilting heavily towards a water glass. And I said, "Boy, these are my kind of preachers." So, I went over, got me a water glass and joined in, and we sat there planning the Montgomery bus boycott.

Many days later I got to Minneapolis on a Saturday night. I turned in the first long piece of what was going to be a series of articles. The first one was on the bus boycott. I received a telephone call at home from my editor saying, "Your story is outdated. We are going to have to pull it from the paper." I said, "What do you mean the story is outdated?" He said, "Associated Press just sent a bulletin out saying the Montgomery bus boycott is over." I uttered a bull expletive to him, saying "No way the boycott is over." Then, I called Dr. King and I said, "AP says three black ministers have agreed that the bus boycott is over." He said, "It is a plot!" and I said, "That is exactly what I figured." "Do you know who the three black ministers are?", King asked. And I said, "No, I don't, but I am going to call the Mayor of Montgomery and see if I can sucker him into identifying them. That night King, Abernathy and others covered Montgomery, every night spot, every restaurant, every place they could go, saying "Please don't go back on those buses tomorrow morning. Don't ride that bus to church because the boycott is not over!" And some of the proudest words that I have read in my life was when King wrote in Strive Toward Freedom that Carl Rowan had saved the Montgomery Bus Boycott. It was nothing that I had great reason to be proud of. I just happened to be a lucky guy at the right place, at the right time.

You see, that is what education is all about. It is teaching people to be at the right place at the right time, and knowing what to say and do when they get there. The first thing that really impressed me about Dr. King was not that Jack Daniels. It was the magnificent skill with which he used the English language. I listened to this 27 year old man that night and I knew that he knew how to sway people. He was going out to make his mark on America.

That is why it saddens me so profoundly to hear people telling black youngsters that if you get good grades you are acting like Whitie. If you use the English language well, you are using Whitie's language. I read the story about McKinley

High School in Washington where the principal got up and asked honor students to come forward and the kids would not stand up because of peer pressure. They didn't want it to be known that they were honor students! That is why I started something, called "Project Excellence." Why, I personally financed the first few $4,000 scholarships and I guarantee you that the reaction of my journalistic colleagues and of the white community has been magnificent. On May 11th, we are going to have the damnest scholarship dinner you ever heard of. We are going to give out perhaps eight $4,000 scholarships to black students.

Why is this so important? You will remember some months ago the then Japanese Prime Minister, Nakasoni, got his tail in a crack. He made a comment that the United States could not compete with Japan because the U.S. has too many blacks and Mexicans and others who are not educated to compete. The old Prime Minister was attacked from all sides and had to apologize. But, the truth is, he spoke the truth. This country has gone on for years leaving perhaps 30% of its youngsters, not only under-educated, or unable to compete with the Japanese and the West Germans, but they aren't even able to cope in this society. Further, nobody seems to give a damn.

You know I have been lashing out at the Reagan administration because of what seems to me the suicidal doctrine that the federal goverment has no role in financing education. Now, if I said military defense is not the business of the federal government, and let every state have its own militia and so forth, the way they put it in the Constitution, you would want to put me in a straight jacket. I just happen to believe that education reigns right there with missiles, and guns, and bombers in what should be federal priorities.

But, what have we seen? We have seen a spirit of elitism roll over American education and especially on college campuses. I am sure that it is right here at the University of Kentucky, the ole Spiro Agnew notion that college campuses of America were never meant to be cluttered up with the riff-raff of society. That is why the scholarships money dried up in many instances for black youngsters from families like I grew up in. That is why although we have far more black high school graduates, fewer of them are going to college. Still a small percentage are going to engineering, law schools, medical schools, dental schools. I tell you this cannot possibly be good for America.

The one thing that I want to tell you tonight, the one point I want to make clear is something I learned during my four and a half years in government. That is, nothing much changes in America except that which is run through the political system. If you educators are not willing to get your hands dirty messing around with that political system, you can forget having monumental reforms in terms of support for education in this country. You should know who is the governor, and who sits in the Oval Office. It makes all the difference in the world. I am going to tell you a couple of personal stories to illustrate that point.

In 1961, I was in the State Department and President Kennedy asked Lyndon Johnson to do a trip around the world, and for reasons I don't know to this day, Johnson asked Kennedy if he would assign me to accompany him. Well, I had never met Johnson in my life and quickly discovered that there was nothing so good or so bad about Johnson that you could say that wasn't true. But I went. He and I fought like dogs because he had a habit of abusing verbally his own staff which I didn't much go for. I told him in Bankok, "If you say something bad about me in front of these people, I'll teach you how to play the dozens!" But, we got to Saigon and Busby and I had the job, after a state dinner (note it would be 11:30 p.m. before we got started) of writing the speech that Johnson would give the next morning before the Vietnamese General Assembly.

So as we sat there in the Palace writing up a storm and getting the cables coming in from Washington, there was a little rap at the door. I opened it and there was Lyndon Johnson, Vice President of the United States, in brown and white pajamas. He said, "Hey Carl, you and Buzz got any beer?" I hollered over to one guy who said quickly, "I'm not the beer bearer." And I said, "Goddammit, you're the beer bearer now!!" He went out to get some beer and Johnson started to tell stories. Then Busby handed me a note that said, "Carl, I heard all these stories and they are obviously for your benefit. If you can sneak out of the room, he'll go back to bed and we can finish this blankety-blankety speech!" So, I said, "Mr. Vice President my secretary is sitting in the foyer and I've got to tell her not to go to bed because there is more of your speech coming. I went down and my secretary friend was already cuddled up in the foyer and I told her what was going on upstairs and we laughed a little bit.

Finally, when I thought I could sneak back, this Texas accent says, "Mr. Rowan, this is why this country is going to hell. The Vice President of the United States is waiting for some serious advice from you and you're dibbling with your secretary!" I said, "Mr. Vice President, what advice do you want?" He said, "Wait a minute now, let me explain. You think I am old Texan segregationist but I want you to know, and he poked me in the chest, that I am goddamned sight more liberal than most of these liberals you have been coddling up to like old Stew Symington who talked me into joining the Chevy Chase Club." The first day Lady Bird wanted to give a party for Lynda Baine, she was asked to show her guest list. As Johnson told the story, " You know old Lady Bird didn't make a million dollars in one dollar bills being stupid." So Lady Bird said, "You all don't discriminate, do you? And they said, "No, all we want to do is make sure you don't invite too many Jews or any Negroes." So Johnson told Lady Bird, "I'm going to buy you a house where when you get ready to give a party, you don't have to give no damn body your guest list." "Now, Mr. Rowan, do you think I ought to buy Pearl Nester's house?" Well, he bought Pearl Nester's house but he also did something else he swore he was going to do in those wee hours in Bangkok. If he ever to to be President, he was going to pass a fair housing act, which he did in 1968. Presidential leadership, social change through the political system. It comes in a lot of ways. I was probably the most surprised guy in the world as I sat in the Rose Bowl in Pasedena New Year's morning of '61, when the call came asking me to join the Kennedy Administration. I hadn't campaigned for him, or for anybody a single day in my life. I didn't know why I was being invited. But, I called my friend Hubert Humphrey, and he said, "Man, take the job." So, that was when I became Deputy Assistant Secretary. It doesn't sound like much today maybe, but then it was the highest job that Black America had ever had in the State Department. I didn't want to be known as the spook who sat at the door. So, I went to Washington even before I was confirmed.

I was in my office reading my briefing papers and sitting there when the mail came and a friend said, "Oh Mr. Rowan, good news. You have been invited to the first State Dinner the Kennedy's are giving. A white tie and tails affair for the President, and he wants to meet you." I said, "Well, my wife is still in Minneapolis and I don't have a white tie and tails, would you regret?" He said, "Mr. Rowan, I think I ought to tell you that in your job the only way you can decline an invitation like this in the White House is to have two broken legs." So, I called my wife in Minneapolis and she ran out to Dayton's and bought a new gown and gave Northwest Airline a bundle of money for an airline ticket. I went out and bought a white tie and tails, which I am still advertising! We got all dressed up and headed to this dinner. As we got near the White House gate, who should walk up but Bob Weaver, who would become the first full-fledged black cabinet member, Secretary of HUD. He was all gussied up in his white tie and tails and he walked over to me and said, "Hey Carl, integration is expensive!" And so it was, but that night it was worth it because that night in the East Room of the White House the blacks were out there cha cha-ing, twisting and waltzing with each other. I tell you, that changed what was very much a Jim Crow city. If you wanted to be known as a good party giver in Washington you had to have at least one black couple there. I swear to you, one day I answered the phone in the State Department and accepted a dinner invitation from a woman, and as I was about to hang up I heard her say, "I got me one!"

Politics. Nothing changes America except as it is run through the political system. That is why you are indebted to an awful lot of members in the Congress who have refused to let the Reagan administration cut the budgets for education. Over these seven years had it not been for Congress there would have been 29 billion dollars less in federal funds for education. That has been the case.

But, let's see. I forgot my watch so I could talk as long as I wanted to. President Roselle had other ideas, so he loaned me his - which is taking a chance, believe me! I wanted to tell you, it is not just the spirit of elitism that moves America. There are two other things that I have got to say, even at the risk of proving my wife's definition of an optimist. She says an optimist is a woman who puts her shoes back on when I say, 'in conclusion'. But, I want to make an announcement to you. There has been a sorrowful, physical decline in white America's athletes. So much so that the United States can no longer compete in the Olympics or anywhere else without its black legion of differently bred black gladiators! Now were those the views expressed by Jimmy the Greek Snyder a few days ago? No, those were the views expressed in the propoganda publications of Nazi leader, Paul Joseph Goebbels in 1936 after Jesse Owens demolished Adolph Hitler's claims. Even in 1936, when there was not a single black American in professional football, baseball, and basketball these theories of the physical superiority of blacks and the superiority of intellect in white people thrived. In the United States, sports writers battle in cliches about our Ethiopian phalanx at Berlin in '36. They dredged up something that may or may not amuse you. There was a London physician named Francis Cruickshank who sent forth the fury that Negroes derived from gorillas, Mongolians from the orangutan, and white people from the chimpanzee. He said that the chimp was by far the most intelligent of the anthropoids, and the gorilla was the dumbest. Blacks therefore were from a lower race.

But you would not believe now many serious scientists would get involved with that kind of business. I am sure that some of you out there knew Dr. Montague Cobb, who headed the anatomy department of Howard University. He and some scientists at Western Reserve had to look seriously at this business of whether or not Jesse Owens had won because his heel bone and black heel bones were longer than white heel bones, and whether or not blacks have a high arch, flat feet, negroid hand muscles, and long, lithe lower limbs gave them superiority in a short race. So, these scientists went at it and they decided that one way they could determine something was to compare Jesse Owen to Frank Whyecuff, who at the time had held the joint world record of running the 100 yard dash at 9.4 seconds. But, what did they find out? They found out that Owens' calf muscle was his longbelly and short tendon was typically caucasian. Whyecuff calf muscle had a shortbelly and long tendon which was assumed to be typically Negro. So, when I talked to Montague Cobb in 1959, that's 29 years ago, I wrote a series of 12 articles about the black athlete. They had already had some white runners who had bettered Jesse Owens' world record, Cobb looked at me and said, "Some of these white boys got some Negro genes from somewhere."

Well, this stuff never ends simply because there are millions of Americans who think race is everything, and want to explain everything in terms of race. One of the things that they have been saying is that you have millions of minority youngsters out there who are uneducable. While they don't say these kids descend from the gorillas, they think that. Of course, the people who believe in these things, those who don't want to spend any money to pay teachers better, and don't want to spend much money on education are always looking for simplistic cues. When some black joker like Joe Clark of Patterson, New Jersey, comes walking down the school corridors with a baseball bat and a bull-horn, they say, "Hurray, we love this guy." Of course, everybody wants some kind of discipline in the school. But, the simple fact is that there are a lot of ways of getting it.

Green, the new Chancellor for the schools in New York City, did an incredible job with a terrible school that I used to know on the north side of Minneapolis. How did he do it? He set standards of discipline and got a group of students to agree that they would help to enforce it. When he knew that he needed someone to walk the corridors, he got parents to walk the corridors knowing that there is nothing more important in education than parental involvement. When the guys like Joe Clark, found people trying to peddle drugs or being abusive in the schools, he had the police arrest them. He didn't try and hit them with a baseball bat. It made a difference. The simple truth is, if anybody thinks a baseball bat is a solution to America's education problems, he is going to strike out!

Now, I am really about to close, so help me! I am going to tell my last story about a third teacher who influenced my life profoundly. I told you I worked in the TB Hospital while attending Tennessee State, but after one quarter my money was gone. The spring of '43 I sat on the steps of the administration building saying goodbye to my buddy Joe Betz and telling him I had to leave because I didn't have the $20 for the next quarter's tuition. "Hate to see you go buddy ," Joe said, "but before you leave, walk with me to the greasy spoon." I said, "Joe the greasy spoon isn't open yet." He said, "I got to check, I'm dying for a cigarette." So, I walked down with him and sure enough the little campus restaurant was packed. We turned to walk away and walked toward a little dirt circle where the buses turned around. The students would get off and throw away their green transfers.

We took a couple of steps up the walk and something said to me - Carl Rowan, one of those green wads you just spotted in the weeds, was not a bus transfer. I went back and found some money and it was a $20 bill. I quickly surmised that some student on his or her way to pay tuition lost it. I said "Joe, I just pray to God that whoever lost it doesn't need it as badly as I do." I walked right up and paid my tuition!

Three or four days later, and so help me God every word of this is true, I was sitting in history class with Professor Ebbs. The Professor was late, and I as trying to make the most of the time by conning a little girl named Ellen Boyle into going for a stroll in Centennial Park, when in walks Professor Ebbs. He said, "Carl Rowan come with me to the Dean's Office." O Lord, my heart creased my scalp. Some of you youngsters won't understand but those were the days when if the student went to the Dean's office, the student wondered what he had done wrong! So we walked down with Professor Ebbs saying nary a word. We got to the office of Dean George W. Gore and he said, "Dean Gore, here is the young man who has volunteered to join the Navy." I said, "I ain't volunteering." He said, "Yes you are boy." And Dean Gore said, "Just a minute Professor Ebbs, just a minute. Young man, are you aware that in the entire history of the United States there has never been a Negro officer in the Navy?" I said, "Yes sir." He said, "Are you aware that here in all-Negro Tennessee State, we occasionally get messages from the government that were really intended for the all-white University of Tennessee in Knoxville?" I said, "No sir, I didn't know that." The Dean said, "I want to show you an exchange of telegrams."

The first one said that national competitive exams for Navy officer training, would be held April so-and-so..."Hope some of your students will take exam." The Dean said, "I sent this one to Washington. 'Do you really mean us?' and I got this one back, Yes, we mean you". He said, "You know I don't want Tennessee State embarrassed. So I asked Professors Ebbs and Boswell to pick out a half dozen young men they think might pass the exam, and they have chosen you. And I know out of loyalty to your race you'll do it. I said, "Yes, I volunteer to join the Navy." I took the exam and I passed. I went to midshipmen's school and got a commission. It turned out to be the great turning point in the life of a green little kid from a little country town in Tennessee. All the Horatio Algers out there will say, Rowan, you have to pass that exam. Of course. You never heard me preach anything other than preparing for exams, but let me tell you this. If I hadn't found the damn $20 bill, I wouldn't had been there to know that I could take the exam. If I hadn't had one caring professor named Merle Ebbs who believed in me, I never would have been asked to take the exam. So, I look back on those days and realize that the $20 bill I found was a passport. That professor, that minority teacher, was the guy who sent me winging. We ought to never become so greedy and callous that we take away from kids the equivalent of a $20 bill and we sure as hell ought not get so high-falutin' to think that we could put on a piece of paper that will determine so precisely whether somebody is a Miss Bessie or a Miss Thompson or a Professor Ebbs.

III. The Problem, Initiatives and Unanswered Questions

Our Being Here Makes Sense

Henry Cobb, Former Vice-Chancellor for Academic Affairs, Southern University
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J. B. Jones
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There are many prophets who declare that the demise of black teachers is imminent. I am here today to present some actions which may prevent the doom which allegedly portends. Underlying our discussions rests the fact that , factors influencing the choice of teaching as a career are: opportunities for autonomy and leadership, extrinsic rewards, diversity in work, and people orientation. These factors do not markedly differ for whites and blacks.

Demographic, economic and political trends will continue to cause change in the education arena. The past ten years have been characterized by: the redeploying of fiscal resources designated for the training of teachers, the issue of extending training programs for teachers from four to five years, competency testing, teacher evaluation, pupil performance, collaboration of state agencies with local school districts and institutions of higher education—computer technology , and what appears to be an endless agenda afrom which supporters and opponents of education may chose.

The targets shift and reemerge in professional education. Emphasis changes over periods of time. Approximately ten years ago, it became apparent to a group of Deans of Schools of Education and/or Department Heads in historically black colleges, who were active in the American Association of Colleges for Teacher Education, that the myriad of developments in education and the changing climate on the national scene were adversely affecting the admission, retention and survival of black teachers. A growing concern for this phenomenon prompted Dr. Elaine Witty of Norfolk State University, to sponsor a series of institutional conferences entitled: The Recruitment, Admission, Retention and Survival of Black Teachers, which began in 1980 and has continued annually.

It is obvious to critical observers that the problems of recruitment, admission, retention, training and survival of black teachers is not the sole responsibility of the historically black colleges. These institutions and the newer predominantly black colleges (NPBC) are currently enrolling less than 30% of the black students attending college throughout the nation . Fortunately, the College of Education, University of Kentucky, has attempted to heighten the consciousness of Schools of Education throughout the country as to the nature of problems related to the decreasing supply of black teachers. I commend Dr. Middleton, Dr. Witty, their colleagues, present and past co-sponsors, participants and well wishers of this and past conferences, for their efforts to address in positive ways, that which could become an unmanageable situation in the schools of our country.

Two questions may light the screen of your reflective vision: Are the numbers of minority teachers decreasing significantly? Sufficient evidence abounds to convince the most ardent skeptic. Black teachers have gone from 12% of the teaching force to 8%, and the spiral has not begun to turn upward yet. (Boraz, 1986). Ten years ago, 32% of those awarded degrees in historically black colleges received them in education. As of this academic year, approximately 12% of the students in black colleges are in education and about 2% of those in the majority institutions are declared education majors. It must be recognized that many who major in education never enter the teaching profession. Evidence abounds that the supply represents a critical issue, and the data can be provided those in need of statistics. Secondly: Does it matter if black teachers are a part of the instructional force? When I look at the homeless in America, the increasing crime rate, the quality of life—which I fear is deteriorating for many, drug abuse, illegitimacy, white collar crime, increasing dropout rates from schools, and a collection of indices, I conclude that we need teachers who:

1. Can un-gate, particularly—black children, and let their full potentials flow;
2. Can pass meaningful tests but can also unshroud the minds of those entrusted to their custody;
3. Can sense the many contours which make up a student's life;
4. Can understand the frustration and anguish of being black in America;
5. Can transmit urgent messages;
6. Have an unassailable combination of mind and heart, intellect and passion;
7. Expect the highest level of performance of which one is capable and provide ways and means by which the individual can deliver;
8. Can set crowns above the heads of students for which they will forever struggle to grow tall enough to wear;
9. Have faith that a hopeless mass of humanity is salvageable;
10. Can help individuals to become humanly conscious;
11. Can provide fuel for individual liberation;
12. Can guide youth through the treacherous adolescent landscape of America;
13. Release individuals from clinging to their own captivity and stop them from insisting upon their own destruction; and
14. Can ennoble themselves.

No ethnic group has a patent on people with these characteristics and our search must include black, brown, white and all other professors of these traits. Madeline Hunter has chosen to characterize teaching as a relativistic situational profession where there are no absolutes.

Recruitment and retention of minority teachers represent a journey into the unknown. One feels almost helpless, dependent and full of despair. There is no independent certainty about how to truly accomplish this task, but creative and constructive approaches must be employed. The task is complicated by the fact our information society's needs and will continue to need more highly trained and educated people, and the ability of the education system to match these needs for highly educated people has now become the determinant of a country's employment prospects. But our students are aware of the fact that Southern states have been most active in teacher testing since 1977. It was not until 1980 that a state outside of the South relquired a standardize test. Thus black students tend to view these developments as a continuation of the vast array of cruel and patently inhuman acts which have been perpetuated on black Americans. Black students do not see entrance and exit tests as an attack on the tide of mediocrity, but rather as an indication of the resurgence of racism. They are being led to see these standards of criteria for admission as weakening of legal mandates through what may be regarded as regulatory reform and a redefinition of suitable remedies.

In spite of the realities and obstacles that exist, there are institutions and organizations grappling with the problems of recruitment and retention of black teachers. I share with you some model programs or practices which may not include all eight steps suggested in the Middleton, Stilwell, Mason, Parker Model for Recruitment and Retention, about which you will hear more tomorrow morning. They do indicate contribution to the remediation of the black teacher shortage.

The **University of Arkansas at Pine Bluff** is engaged in some activities which could be regarded as a model in progress. The institution has an enrollment of 3,000, with 500 students or approximately 17% to 18% enrolled in education. The University has produced 50% of the black teachers who entered the profession in Arkansas during the past five years. It surveyed a random sample of the student body to determine reasons for choosing careers other than teaching. Entry salaries were listed as the major reason for choosing other careers than teaching. Increased career options was number two, and absence of a cooperative education arrangement, which assures a job upon graduation was third. The economic status of the state of Arkansas must be taken in consideration when interpreting the last reason.

Forty-seven percent of the Pine Bluff prospective teachers passed the National Teacher Examination in 1982, but 95% passed in 1987. The successful passing rate has been enhanced through a 3 semester hour testing seminar which is a part of the Student Teacher Block. It dramatically emphasizes test taking skills. The academic foundation courses have been revised in collaboration with the College of Arts and Sciences and according to an item analysis of the students' performanceon the NTE, using the services of a consultant from Educational Testing Services. The State of Arkansas requires that 80% of all teacher education graduates of institutions pass the test annually, or the program goes on probation and may be dropped.

Two faculty members are assigned to the University's recruiting team. They travel with the ROTC recruiters for the visibility it gives. Easy employment is a plus in recruitment. Nine states were represented in their 1987 Teacher Fair. The University of Wisconsin and the Madison Public Schools are cooperating in providing student teaching experiences for selected students and prospective employment. These prove inviting and exciting to students with small town and rural backgrounds.

There definitely is not a model for recruitment and retention of black teacher education students at the University of Central Arkansas—a few facts prove highly interesting in contrast. Thirteen percent of the student body is black. Fifteen

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hundred students at the University are enrolled in education, 2% or 30 of the group are black. When black students were asked the reasons for not choosing teacher education, they indicated that the entry level salaries were not compatible with their expectations, teaching was not in keeping with the life style they ultimately desired, and that they had never seriously considered teaching as a career. The Deans of Education in the State Colleges and Universities of Arkansas were summoned to Little Rock before the 1987 Legislative Session convened, and a sum of money was put into the higher education budget earmarked for minority teacher recruitment and retention, but the proposed figure fell victim to the economy hatchet.

The **University of Wisconsin-Milwaukee** has a model in operation which holds great promise for significantly influencing the number of individuals entering the professions in the Milwaukee area, particularly minority teachers. I note that Dr. Haberman will share information with us later. I trust reference to this model will be made. I merely want to call your attention to the uniqueness of the model with its four components which began operation in the spring of 1985.

The South provides us with the next model, **Grambling State University**. The institution contends that it has not come forth with numerous new innovations but has systemized many of the practices which it has been doing for many years. The model involves two years of foundation or general education courses. During these years students take general education tests which have been prepared by joint faculty teams of the university. During the sophomore year, students must pass tests in reading and language designed by the faculty. Those interested in teacher education must pass the core and English batteries of the National Teacher Examination. Those who pass may apply for admission to the Teacher Education Program. Those who fail may remain at the university and engage in seminars provided for remediation and enrichment, or they may elect to try for other majors. The junior year is marked by a day of testing throughout the university. Teacher education students take the professional component examination of NTE and juniors in all other schools take a professional examination in their respective areas such as business, nursing, criminal justice, etc..

The senior year has a test day characterized by a comprehensive test in all schools other than education. Education majors take their area of specialization test of the National Teacher Examination. Students experiencing difficulty have numerous opportunities to build their competencies through computer-assisted instructions containing NTE related items. Competencies measured by the National Teacher Examination have been identified and properly placed in respective courses for mastery by students.

A special General Education Seminar is provided by the Director of the Title III Programs. Recruitment is under the administration of the Director of Alumni Affairs, who has a network of contacts in the major cities in this country. Alumni on site arrange College Days when representatives from the University administer tests, advise and enroll students.

The enrollment at Grambling was at a record high during the Fall of 1987 with approximately 5800 students. The primary concerns are that the institution is not getting enough students from the rural and small town areas in Louisiana, and that the prolonged stay at the institution by many students in their efforts to meet criteria is a tremendous cost. A University wide commitment to teacher education coupled with monetary support from Title III are factors that greatly contribute to success. The success of the programs has enabled two faculty members in the College of Education to be selected as deans of education in institutions outside of the state Louisiana. Institution-wide commitment to teacher education, massive involvement, curriculum/course revision, meaningful testing, joint accountability and identifiable results are capstones of the Grambling University State Model.

The state of Texas has a model worthy of national visibility. Beginning with the 1983 - 1984 school year, the **Houston Independent School District** (HISD) established a magnet high school to encourage and prepare college bound students for careers in education. Dr. Spuck, the magnet school coordinator, commented that "As we see it, we've started growing our own teachers." The mission of this magnet school is to make teaching attractive to talented students of various ethnic groups and diverse socio-economic backgrounds. The specific objectives contain the significant one - to encourage students who might not otherwise do so to go on to college. This model is a school within a school. Two hundred students are enrolled in grades 9 - 12 , and are housed in an inner city high school with an enrollment of 3,000 students, 87% of whom are Hispanic. The acute shortage of bilingual teachers in the Houston area dictated the selection of Stephen F. Austin High School as the school for the teaching profession. Thus, the location of the school is determined largely by the target population sought.

Students are recruited from throughout the Houston district as well as from surrounding suburban districts. Academic performance, conduct, attendance and desire to explore teaching as a career constitute the basis for the selection of students. If there were overwhelming numbers of applicants then the rule would apply wherein the numbers in attendance would correspond to the ethnic breakdown of student population of the district — black, Hispanic, white. The core of the academic program is designed to equip students for entrance into college; 4 years of English, 3 years of science, 3 years of mathematics, 3 years of social studies, 2 years of physical education and 2 consecutive years of a foreign language. In addition to these college entrance requirements, the curriculum is supplemented by five courses designated "specialty magnet."

9th grade - First course - Computer Literacy applications. Students are given a computer background and trained in computer use. They are encouraged to keep abreast of developments in education - related technology. Second course - Orientation to the teaching profession. Units focus on interpersonal skills, multicultural awareness, and an overview of school law, governance and finance, and a class project which requires the investigation of the system of education in a country outside the U.S..

10th grade - Semester Course - Current Issues in Education. Attention is directed toward bilingual education, education for special populations, value education, and student legal rights and responsibilities. A personal philosophy of education as the end product.

11th grade - A Semester Course named - Seminar in the Educational Process (better described as "Let's Get Ready for College") covers admission processes, entrance examinations, teacher certification requirements, goal setting, and time management are included in the contents of the course.

12th grade - Education Internship gives the students contact with young children and shows them what the world of teaching is really like. Many of the students spend time in regular classes; while others choose to work in bilingual classes, special education settings, Montessori programs, library reading groups, and computer laboratories. Students report to their assigned post of duty at 7:45 A.M., Mondays through Thursdays and after two hours of experiences, they report to their assigned post of duty at 7:45 A.M., Mondays through Thursdays and after two hours of experiences, they report to Stephen F. Austin High School. They are paid $4.50 per hour for their services, which proved to be a significant motivating force.

Articulation with colleges is significant or the program will fall short of its goal. All students are not necessarily able to enter the college of their choice. Forty-four students graduated from the program in 1986. They should graduate from college in 1990. A folllow-up of these initial graduates may indicate whether this is a true answer to the shortage of teachers, especially the minority representatives. My personal visit to the school two weeks ago made me a real advocate of the concept. Any program is likely to succeed that has competent, committed, and creative personnel associated with it. Contact has been made with the Houston Independent School District regarding the Magnet School concept by New York City, the District of Columbia, Kansas City, Atlanta, Dade County, Florida and Los Angeles. It is a transportable model which promotes cooperation between the institutions of higher education and the public school sector.

Winthrop College Rock Hill, S.C. , has an interesting model in operation under the directorship of Dr. John Norton. It is referred to as the South Carolina Center for the Recruitment of Teachers. It is now in its third year of operation funded by the State Legislature. Approximately 1000 junior and high school students are involved in programs jointly sponsored by a college or university and one or more local school districts. Students are recruited for the program by the staff of South Carolina Center for Recruitment of Teachers or by the staff of participating higher education institutions, and by staff and faculty members of the local high schools. Twenty-eight high schools were involved during 1986-87, 54 are currently involved, and the number is expected to increase to 70 during 1988-89. Thirty-five percent of the participants are black.

Students spend a semester course, Introduction to the Teaching Profession, which focuses on value clarification, the choice of a life's work, the challenges and rewards of the teaching profession, and the planning and preparation for college and meeting the requirements for certification. Three college credits are offered in most instances. Students participating in the program are free to attend any college or university to which they are admitted.

The program is not specifically designed for minority students alone. It is sensitive to the need for minority inclusion and so far has maintained at least 20% black participation. The Center is organized to receive information from prospective employers regarding vacancies and availability for employment by prospective employees. This information permits up to date counseling of participants in the program and planning for emerging needs.

There are two things to note in the model. One is the attempt to identify early, those who have an interest in teaching and from a cursory view have many of the characteristics desired of those in helping professions. The second commendable aspect is the support wthat is available to those who affiliate with the program, including loan incentives for college attendance. While refinement in certain programmatic aspects relating to course content at the high school level and hands on experience, the community-wide involvement and articulation of high schools colleges have reached commendable stages.

An interesting part of the South Carolina model is in response to the shortage of black teachers in the state. Two special projects have been founded by the state legislature for historically black colleges, South Carolina State University (public) and Benedict College (private church related). Benedict College is using the service of a full-ttime recruiter to enroll high school juniors and seniors in the program. This high school search is targeted toward eight largely rural counties which have been declared critically impoverished. It is theorized that if individuals can be recruited from these impoverished areas and successfully trained to become teachers, they are more likely to return as professionals than those who are from other areas of the state. The rising high school seniors in the project will spend an eight week period on the campus of Benedict College during this summer and will engage in activities related to the art of teaching as well as to better prepare themselves for the college experience. Their college attendance is not restricted to Benedict College but surely the institution will be the greatest benefactor.

This model is being highly supported and monitored because of the crucial situation in which South Carolina finds itself. Forty-five percent of the teachers certified in the state each year are from outside of the state. There were 608 education graduates in 1985-86, 273 or 17% were black. The passing rate for certification was at a low of 105 for some institutions originally and has never gone higher than 50 for blacks in any institution. In 1974-75, 30.5% of the teaching force in South Carolina was black. In 1985-86, only 22.8% of the teachers were black. In eleven years the number of black teachers decreased approximately 30%. It is imperative that the Benedict model succeed.

The **Alternative Certification** movement has come into existence and is experiencing mixed reactions among those affected. The State of Texas has a program in operation in 9 Independent School Districts. Houston and Dallas occupy the spotlight in the Alternative Certification arena. The Houston Model is now in its third year. There were 450 interns at both the elementary and secondary levels. The attrition rate at the secondary level was so great that this phase of the program was abandoned and only the elementary component currently exists with 150 interns. One must hold a bachelor's degree with 2.5 GPA (A=4.0). The applicant must have passed the pre-professional skills test (PPST). Those preparing to teach in grades pre K-5 must have 24 semester hours in a combination of subjects taught in the elementary school which include: English, mathematics, natural science, and a subject in the social sciences with at least 2.0 in each subject.

Individuals admitted to the program must spend approximately 55 clock hours in pre-assignment training which includes: orientation to the HISD/alternative certification program, classroom environment/discipline policies, resources/lesson planning grouping, lesson design/effective practices, learning climate, time on task, teaching strategies, feedback techniques, reinforcement and intern lesson presentations. Those who survive this phase enter an internship. They are paid $19,900 for the academic year. During the pre-assignment training period, individuals were classified as hourly workers and paid accordingly. The pace of the alternative program is referred to as breath-taking. Each student must complete 6 hours of reading and 6 hours in early childhood education under the auspices of a college or university. This is the extent of one's involvement in the formal courses of an institution unless he/she seeks certification as a bilingual teacher or a teacher of English as a second language (ESL). Six semester hours must then be taken in a combination of subjects: Study of language, methodology, language acquisition and culture. The ESL candidates must take 18 semester hours in English, six semesters of which must be in the upper division of college or university.

All other training is referred to as in-house. Interns spend each Monday from 4:30 - 7:30 p.m. in sessions dealing with the legal/ethical aspects of teaching, content area teaching, curriculum - district goals, learning therapy, instructional technology, proficiency testing and standardized test, methods and strategies, parental involvement and classroom management. The program operates under a proposal approved by the Texas State Board of Education, financed by the local school district. Administrative cost of the Houston program is approximately $180,000 at present.

The Dallas program of 1986-87 serviced 110 interns: 34% black, 25% hispanic, 38% white, 2% Asian, and 1% American Indian. At the end of the year, a personnel committee of DISD recommended 59 of the interns for certification, 15 for an additional year of internship and 1 for termination. Decisions regarding 24 of the interns were delayed pending their satisfactory completion of additional requirements. (Hutton 1987).

The alternative certification model is least acceptable to colleges of education which have traditionally been charged with the major responsibility of preparing teachers since the nineteenth century, when school districts gave up their efforts to train teachers to devote their time to educating students. Haberman (1986) concluded, "What good does it do to improve the quality of teacher education programs offered in Universities, if more than double their number are untrained people hired directly by school districts?" Alternative certification programs are viewed by some stern critics as a cousin to the issuance of substandard, limited or emergency certificates. In spite of this rhetoric, 18 states have passed legislation enabling state departments of education to oversee the development of alternative certification programs (Adelman, Bogart, & Michie, 1987). This may be a model which should be studied carefully and evaluated longitudinally for accurate appraisal.

It is as though some army stood in the center of the United States with a giant egg beater. Ideas and programs are numerous and many are trying to meet the challenges of educational reform or respond to the criticisms of education. If a scroll was being drawn up of the committed, one should find:

1. Auburn University at Montgomery, Alabama- High school students may earn 5 quarter hours of credit (Introduction to Teaching) usable as an elective if education as a major is not chosen / Program Awareness Day for Junior College Counselors. Transcript evaluation for prospective college transfers. Toll free number for University contact. Ten minute presentation in local inservice teachers' meeting. A first year teacher project for beginning teachers focuses upon problems identified by first

year teachers as responsible for the high turnover rate which is now ranging from 6-20% in various school districts.

2. Bowling Green State University , Ohio, has well formulated short term and long term recruitment objectives that include: use of newspaper articles, radio/TV public service announcements, college newsletters, college brochures, college video and other outreach programs to publicize the positive aspects of teaching and to publicize the college's commitment to multicultural/multi-racial education. There are plans to establish a network of both on campus and off campus minority leaders. There are efforts to develop scholarships for minority students and purchase the PSAT/NMSQT Minority Search conducted by the College Board which generates the names and addresses of minority high school students, typically juniors, interested in the teaching profession.
3. Cleveland State University, Ohio - $25,000 grants to faculty members and students who submit innovative programs to attract Minority students.
4. Jersey City State College, New Jersey, has initiated an Ambassador Program in which 700 students from area school districts are invited to visit the campus and talk with students and faculty members.
5. Hood College, Maryland - Adopt a Student program. They match black students with local families and thus have tripled their black student enrollment in two years. They are using forgivable loans and scholarships to assist black students, and are also exercising efforts to affect the attitudes of counselors and other professions toward teacher education.
6. Virginia Commonwealth University, Richmond, Virginia had a Recruiting Minority Education Student Program for two years funded by the Council of Higher Education of Virginia directed by Dr. Daisy F. Reed. The project was geared toward students in the Community Colleges of Virginia using mentoring by faculty and staff members, which began while the student was still in Junior College and continuing the relationship after matriculation at V.C.U.. Study skills development, writing laboratory, and mathematics modules were all a part of the assistance program.
7. The University of Southern Mississippi , Hattesburgh,Mississippe, has developed a Professional Education core which has three stages - Basics, Advancing, The Recital Courses. Mississippi Teacher Assessment Instrument, the NTE and NCATE standards form the basis of the content of courses. There is a program of computer monitoring o performance through out the core and of student teaching in particular.

Conclusions

Most models center around insuring that Minority students perform well on standardized tests in a fast foods approach. Fortunately some models are directed toward an early start in middle and high school in attempts to enhance the academic ability of larger numbers of students. While attention is focused on tests, curriculum and course contents, concern must be exercised relative to the things which are happening to teachers and administrators that make teaching undesirable. Minority students, particularly the able and capable ones, are not willing to entrust their future to a field of work which assumes a punitive rather than a promotional posture. Quality education is our goal, but we have not found the answer in gate keeping legislation which requires teachers to pass examinations to enter teacher education programs and to pass them to exist. Quality education cannot be legislated. It must be nurtured.

We are grateful for all of you who are interested in the problem before us. Blacks are becoming engineers in increasing numbers. The increasing number of Black physicians, particularly female, is encouraging. Blacks are passing State Bars and Boards, in law and pharmacy, in increasing numbers. We must not be lulled into thinking that Blacks can't qualify to teach. Dr. Billy Reagan, former Superintendent of schools in Houston, said to me that one thing White Parents have learned through integration is that there are blacks who are good/effective teachers. More of the same will not do the job. You are as convinced as I am that the quality of life in America needs to improve for 40% of our citizens. Education is the best vehicle for social and economical mobility. Our being here makes sense.

Proposals for Recruiting Minority Teachers: Promising Practices and Attractive Detours

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The Problem

It has been estimated that between 1986 and 1992 approximately 1.3 million teachers will be hired in the United States. If the number of new minority teachers is not increased we will have a situation in which all children will be ". . . confronted with almost exclusively white authority figures in the schools" (Carnegie Forum, 1986).

There is no question that this is primarily an urban teacher shortage. In the 120 largest school districts serving between 9 and 10 million youngsters, there is the greatest concentration of "at-risk" students; i.e., those who teacher education graduates do not choose to teach (Haberman, 1987). We have examples in almost every state where the major urban areas are utilizing the uncertified or the misassigned while neighboring suburbs have up to 500 applicants for each job (Haberman, 1986). In the Los Angeles Unified District, 52 percent of the 600,000 students are Hispanic. In Fall, 1986, 2,200 teachers were hired, 60 percent of whom were emergency credentialed. These were new teachers without professional training. But even hiring such individuals resulted in only 5 percent of the newly hired being Hispanic (Taylor, 1986). These same levels of marked growth in Hispanic and Black children with very limited growth in minority teachers, even where traditional certification regulations are circumvented, portends a serious deepening of the problem throughout the urban school districts of America. This is not to argue that we want minorities to teach only minorities. Quite the contrary! All our children need the opportunity to experience a realistic representation of Americans among the teachers who educate and socialize them. I stress the urban dilemma for two basic reasons: first, to highlight the needs of urban children who also end up with white teachers but whites who have not had teacher training, and second, to underscore the complete and continuing failure of the Schools and Colleges of Education to prepare either minority or white teachers for urban schools.

Against this background is a deepening need for minority teachers ". . . projection of current trends are that Blacks will be only 5 percent of the teaching force by 1990. The prospects for other minorities being well represented in the teaching force also do not look promising . . . . Only 7 percent of Hispanics, for example, complete college" (Carnegie Forum, p. 79). When we consider that all our universities confer only 100,000 new bachelor degrees per year on all minority students in all disciplines and that less than 10 percent of these students are in teacher education (in most major universities, this number is less than 5 percent enrolled in teacher education), the question of where minority teachers will come from can have only two basic responses. Minority enrollment in university programs of teacher education must increase, and/or, there must be new ways of recruiting and preparing minorities for teaching outside of traditional, university based teacher education. After studying and working on this problem for more than 25 years, I am convinced we must try both avenues, but for universities to do better they must be willing to make structural changes that they have thus far resisted. Similarly, alternative certification and other approaches that circumvent university control over certification must also be willing to make significant changes in the way they recruit and hire beginners with little or no training before we will get more minority teachers through either route.

There are numerous explanations offered to account for the decrease in the number of minorities who are in universities but engaged in fields other than teacher education. Rather than endless debate over the validity of these various explanations, our concern here will focus on the facts of the matter. Most minorities in the university are pursuing degrees in business, engineering and social science. There are even higher numbers of minority students who declare they are "undecided" than there are who express a preference for pursuing studies in health fields, computer science or education (ACT, 1986). In truth, teaching comes in far behind not only other fields of study but a distinct loser to "undecided."

Current data appears to be contradictory regarding the number of teachers needed and whether there is a real teacher shortage. I believe that those who argue there is no real shortage are doing what the two statisticians did when they fired at the same target. One missed 20 feet to the left; the other missed 20 feet to the right. They then jumped up and shook hands because they averaged a bullseye. Those who argue there is no teacher shortage reach their conclusion by comparing the total number of teacher graduates with the number of potential jobs. They then conclude "bullseye!" But they conveniently ignore the reality that in many states less than 30 percent of those prepared for teaching actually take teaching jobs because most teacher education graduates won't work in our urban schools (Wisconsin D.P.I., 1986). They also ignore the reality that in several states and numerous city school districts it is now legal for the untrained to be utilized as teachers. I consider those who have been publishing studies contending that there is no justification for projecting a teacher shortage to be statistical whores.

With the exception of the Great Depression and a few years in the early 1970's, there has been a continuous and ever deepening shortage of trained urban teachers since 1800. This history is of great importance because the shortage of minority teachers overlays and compounds the problem of traditional teacher education having always been out of sync with the need to provide teachers for the urban poor. And now that the urban poor have become a majority of minorities, this failure of traditional teacher education has been compounded by the urban growth and concentration of minority children and youth. Having too few minority teachers, is merely one manifestation of the enormous systemic failure of urban schools undereducating too few minority children and youth in inadequate elementary and secondary schools. Would there be a lack of potential minority teachers for Chicago and Evanston if the high school dropout rate in some Chicago high schools did not exceed 55%? Would there be a shortage of potential minority teachers for Detroit and Grosspointe if the dropout rate in some Detroit high schools did not exceed 75%? And beyond the dropout rates, what about the quality of the education offered many of these urban minorities who are handed high school diplomas? How many are simply "non-admits" at their local colleges and universities because no one ever told them they needed a course in geometry or a physical science? In 1980, only 32 percent of Black high school students were enrolled in the academic track of their high schools (Baratz, 1986). How many got meaningless GED's that raise their expectations but prepared them in no meaningful way for higher education? (Quinn, Haberman, 1986). While we concern ourselves with the valid and important problems of recruiting and preparing more minority teachers we must continue to emphasize the pervasive and exacerbating problem of dismal urban schooling which cuts us off at the knees before we can even start the race. Unless and until the lower schools which serve the urban poor start providing adequate elementary and secondary education, even our most creative ideas will end up serving as palliatives rather than cures.

My projections of a continuing future shortage of urban teachers is based on the following: an increasing number of the teaching force is over 50 years of age and will seek retirement in the next few years. Several states will enable earlier retirements without penalty and will even offer inducements. Large numbers of teachers, particularly urban teachers, will continue to leave the profession for higher status, higher paying jobs. And we must not forget that one-quarter of all teachers now teach subjects for which they are uncertified and in many cases, even lack the requisite skills for becoming certified (Hodgkinson, 1986). The number of these out-of-license teachers (which must be an underestimate when we examine the data gathering process) is a greater problem in urban schools serving the poor and minorities than it is in even the remote rural areas where out-of-license teachers is also a common practice.

The NEA recently released a study indicating that Blacks in the teaching force have dropped from 7.8 percent to 6.9 percent in the last five years, while Hispanics and other minorities comprise only 3.5 percent of the teaching force. The trend in higher education is even more dismal where tenured faculties in major institutions (including women!) is less than 4 percent (Chronicle, 1987).

Attractive Detours

Granting my contention that the failure of urban schools is a basic cause of the shortage of minority teachers, we obviously cannot wait for the radical and comprehensive changes which would have to occur for urban schools to be overhauled. Were we to devote all our energies to improving urban schools and completely hole in abeyance our effort to get more minorities into teaching, now, we would be delaying those of us in teacher education who have a responsibility to do better given existing constraints. Extrapolating from this concept, I can appreciate the well-intentioned efforts of many who seek to recruit more minorities into teaching and who then also propose "basic" solutions that are too far reaching and unlikely to occur at any time soon. These are admonitions or calls for change with which many of us can sympathize and agree but which should not deter us from seeking to recruit more minorities now. If they do, they serve as attractice detours; that is, conditions which, if they could exist, would indirectly and in the long-term perhaps make recruiting more minorities easier. But the problem with these attractive detours is that they have existed for decades (in some cases centuries) and have proven to be conditions which are highly resistant to change. They are detours because we would have to devote major resources to accomplishing these good things without knowing their potential impact on minority recruitment. What are these attractive detours?

1. Increase the salary of classroom teachers to such a degree that it will change the status of teaching. This is something we should all be for because it is a sound idea for everyone. But it must not become a prerequisite for recruiting more minority teacher. Much publicity has been devoted to the salary schedule in Rochester, New York, which differentiates staff and which will take classroom teachers to $70,000 per year. Such exceptional examples aside, how much media coverage goes to the fact that many uncertified substitute teachers in the City of Chicago currently earn about $45 per day and that there is a substantial number of "teacher." In some Chicago schools, as much as a third of the students on a particular day have some type of substitute. What are the reasonable qualifications we can expect of a person waiting for the telephone to ring to come to teach for $45 per day in a Chicago school? Even if this individual worked 180 days, which most of them will not, she/he would earn $8,000 per year.

A second reason the call for higher salaries is an attractive detour is that the public believes that a strong leader is more important than decently paid, qualified teachers. This same school system that pays a substitute $45 per day pays its superintendent more than $120,000 per year (not counting fringes). And what's true in Chicago is true in teaching generally. Looking at the teaching profession as a whole, we are an inverted pyramid. Seven-hundred-fifty College of Education Deans (AACTE membership) earn between 50,000 and $100,000 per year. How does that compare with classroom teachers? Forty-five thousand Education professors teaching an average of 6-9 hours per week for thirty weeks per year earn from $25,000 to $80,000 per year. How does that compare with the classroom teachers they supposedly train? School psychologists frequently have private practices. How do their incomes compare with classroom teachers? How about the people in the schools, such as principals, assistant principals, guidance counselors, and engineers? How do their salaries compare with classroom teachers? How about the various professional staff who organize and run the professional associations? How about the professionals staffs in the 50 State Departments of

Public Instruction? How do their salaries compare to those of classroom teachers? All of these subsets and constituencies would not even exist were it not for the classroom teachers they purport to train, supervise, help represent. Yet, it is the teachers who continue to earn less than any of their "advocates,"supporters," or "trainers." All of us outside of classrooms, are better paid, higher status, "educators," are, in effect, on the backs of the most disadvantaged sector of our profession—the classroom teachers. I would argue further that most of us like it this way. If the total pie were constant and we knew it would cost us personnally to help teachers earn more, might we tone down our rhetoric? The truth is that the pie is more constant than most who call for salary raises generally realize or admit. The American public may not have a significantly greater ability to pay than they currently do. Defense, jobs, the national debt, social security, health, the environment, the infrastructure, are all usually cited by most Americans as higher priorities than improving schools. I agree that this is not as it should be. At the same time this perception exists. My reading of the reform literature since ***A Nation at Risk*** in 1982 is that Americans have experienced a rising tide of expectations regarding schools without a concomitant rise in their willingness to support such school improvement. The reform movement, therefore, may have exerted a net negative effect on teacher salaries.

At this point I would regard the reader's view that this discussion of salaries is somewhat tangential to the issue of recruiting more minorities into teaching. This view is just one more indicator that the difficulty of widespread increases in teachers' salaries is so difficult and of such an indirect nature, that it is an attractive sidestep from the main issue. We have 88 blacks in the Milwaukee Public Schools who are college graduates and now work as teacher aides. They would be delighted to become teachers at present teacher salaries.

2. A second thing we are all for but which we know little about changing and therefore, have little real hope of changing, is raising the prestige of classroom teachers. The argument is made that without higher prestige we will not attract more minorities. Part of this issue relates to money; but another part relates to the conditions under which teachers work. Only 39 percent of urban teachers feel respected by society (Council of Great City Schools, 1987). Again, the bureaucracies of urban schools are highly complex organizations which have proven resistant to the results of research, unionization, logic, politics, public demand, expert opinion, or anything else. (How else but "resistant" can we still explain 30 or more elementary age children still being placed in self-contained classrooms in 1988?) While I will stand in respect and agreement with those concerned with raising the prestige of teachers, I see this as another attractive but fruitless detour.

3. We must empower teachers before more minorities will become teachers. Again, I agree. But such empowerment should in no way be used as an excuse to get on with the need to culturally diversity our teaching force now! Since the late 1950s there have been organizational efforts to give practicing teachers control, or even a significant voice, in defining requirements for state certification. To date, after three decades of organized effort, only the states of Washington and Minnesota have anything like professional practices boards where classroom teachers are involved in setting state standards for teacher licensure. But in the world of the

university, can we find even two examples where classroom teachers have a meaningful voice in setting the university requirements for certification? I think not.

4. The final appealing tangent is the most appealing and the most fruitless: if university programs would change in important ways we would attract more minorities. Meaningful, relevant change in university programs simply has not occurred in spite of incredible, persistent and widespread criticism of the quality of traditional teacher education programs since World War II.

In sum, there are many noble goals—and I salute those who are sincerely working on these grand solutions—but because they will not be readily accomplished (if at all), they actually serve as attractice detours. If one is interested in fundamental ways of improving the number of minority teachers, then improving the quality of preschool, elementary and secondary schools in urban areas is the most basic; that's where most future minority teachers go to school and that's where they can be given both the basics and the motivation for post secondary training. But as I confessed earlier, the complexity of changing urban schools must not be used as a reason for deterring us from our minority recruitment efforts.

I would now like to briefly discuss several ways to recruit and prepare more minority teachers in the shortrun. I believe anyone of these approaches can be realistically accomplished and taken together these suggestions would make a genuine impact on both the quality of schools in urban districts and on increasing the number of qualified minority teachers for urban, suburban and small town schools.

I.Teaching vs. Screening as a Strategy for Recruiting More Minorities Into Teaching

Minority students (as well as women) can be taught and coached to do better on norm referenced standardized tests, but even more important is the need to stop such tests from being used to determine achievement, potential or merit. Every year, for at least the last fourteen, females have scored lower than males on the Scholastic Aptitude Test (SAT). In 1986, this difference reached its widest gap; of 1.5 million high school students tests, girls scored 50 points lower on math and 11 points lower on verbal scores. On the American College Testing Program's ACT, taken annually by one million high schools students, women averaged 1.5 points lower than men on a 36 point scale. As a result, 750 governmental and private agencies who use these tests to award merit scholarships awarded females only 36 percent of the $23 million awarded by the Merit Scholarship Program for 1985-86 (Fairtest, 1987). In New York State which awarded $40 million in 1986, 72 percent of the State's scholarships, each worth $10,000 were awarded to males. In 1987, New York State awarded more than twice the number of these $10,000 scholarships to males over females. This travesty is repeated annually and nationwide in spite of the fact that females earn higher grades than males in all subjects in high school and college, including the freshman year. In sum, norm referenced tests which are supposed to predict grades are accepted as better evidence of potential achievement than the subsequent grades which are actually earned. In effect, we say to women, "we can't look at what you actually do, which is better than males, so we'll look at tests which purport to predict how well you are supposed to do."

There are many things which interest me about this hypocrisy and among the most fascinating is the fact that there is no Arthur Jensen using these data to prove that women are inherently inferior. A second point of interest is how little the movement to secure fair play for women is connected to the movement to secure equity for Blacks and other minorities. Is there a divide and conquer strategy operating? The scores of Blacks on SAT have risen in the period between 1975 and 1986 but have not narrowed the gap with whites (ETS, 1985). Why are we willing to make negative attributions to minorities and their life situations as explanations for their lower test scores but not make such attributions to women?

The Southern Education Foundation has recently compiled 32 studies and reports dealing with the recruitment of minorities into teaching (SEF, 1986). They cite several efforts, such as that in the University of Arkansas Pine Bluff, where minority scores on the NTE rose from 42 percent in 1983 to 95 percent in 1987 (Antonelli, 1985). There is no question that it is possible to study and prepare for norm-referenced standardized tests and not simply for the process of test taking but the content being tested. We have also learned that providing counseling and building trust between students and the faculty who coach them is a necessary ingredient. Athletics are frequently cited as an analogy: because athletes are valued they are given individual help, encouragement and tutors. Why should we do less for those minorities preparing to teach than we do for those engaged in athletics? Unfortunately, I think we know the answer. Many universities view athletic achievement as the highest goal of the institution and are, therefore, willing to invest whatever it will cost to win.

But while these efforts to help minorities pass existing tests must continue and be increased in intensity, we must not lose sight of several other goals. Whenever possible, competencies and demonstrated behaviors must replace predictive testing. For example, if minorities can take a course and pass it with a reasonably high grade they should not be prevented from entering such a course because they scored low on a test that purports to predict how well they will do. We must not only accept but actively plan for demonstrated behaviors and competencies which can be used in lieu of standardized measures which claim to predict. It is also important that when tests are mandated that they be competency based rather than norm referenced. Few of us care that the majority of people can secure a driver's license; our concern is that the test assess what is important and relevant to performance by operators of vehicles.

I do not contend that anyone who wants to teach should be afforded an opportunity to try. Quite the contrary! That is the situation which now exists in many of our urban school districts and would perpetuate a system of miseducation for low income and minority children. What I am arguing is that in the process of teaching people to teach there is ample opportunity for direct experiences in which candidates can be observed actually relating to children and that minorities need not be cut out on the basis of admission tests before they are given an opportunity to demonstrate they can learn to perform. Many of the current criteria used for the admission of minority students should be conceptualized as exit criteria. This will provide candidates with an opportunity to learn and demonstrate. Universities are notorious for confusing entrances and exit criteria. Many schools of Fine Arts, for example, want people to arrive as accomplished musicians or as artists with portfolios. Are we, in effect, seeking to recruit and admit students who don't need us to teach them much about teaching?

The foundation of equitable treatment is that not everyone receive the same treatment. We all would agree that an able elementary teacher provides equitable treatment by individualizing her instruction so that she gives different content and assignments to different students and spends varying amounts of time with each. We can readily recognize these distinctions in treatment as equitable behavior in the actions of the first grade teacher. Indeed, we reject the teacher who aims at the average and treats all individuals alike. But when we try to translate this principle that equitable treatment is different treatment into the realm of higher education, many people protest that individual, cultural and socio-economic differences, at this level must now be neglected in the name of standards and high quality education. But it is precisely our concern for quality that should require us to differentiate how we treat university students. Finally, instead of using norm-referenced tests to judge minorities we ought to reverse the process; we should evaluate and judge norm-referenced tests on the basis of whether they show bias in their results with various minority consitutuencies. This brings me full circle: minorities can be trained to do better on existing tests at the same time we can work on more equitable and alternative measures. Most of all, if universities were as willing to teach as they are to screen, the problem would be largely solved. Universities are not courts; they need to operate on a concept of equity that emphasizes teaching and learning and not merely judging.

II. Partnerships Between Two and Four Year Institutions Is A Fruitful Approach for Recruiting and Training More Minority Teachers

The most effective way to recruit more minority teachers is for universities to form working partnerships with two year colleges. Such partnerships will require structural changes in what universities do, how they do it, who is involved and the processes of awarding state certification and licensure. Minorities constitute 21.3 percent of the population as a whole and 17 percent of two year college enrollments. At four year institutions minorities comprise 14.5 percent. At the same time, 54 percent of all Hispanics and 45 percent of all Blacks in post secondary institutions are in two year colleges (Wilson & Melendez, 1987). Two year colleges serve minorities at the point of entry, provide remediation when necessary and guide students through programs with counseling and supportive services. They have proven to be the most successful institutions for helping Hispanics and Blacks successfully make the transition from high school to higher education — and that's one major reason why minorities choose them in the first place.

We know that many minority students aspire to go on and finish bachelors degrees. Yet, minority students persist at a disproportionately lower rate than whites once they go beyond two year programs (Richardson & Bender, 1985).

At the University of Wisconsin-Milwaukee, a typical urban university, one out of every three whites earns a bachelors (in a twelve year period), while one out of eight minorities earns a bachelors degree in this same period.

If universities are serious about graduating minority students, they must form working partnerships with two year institutions. Responding to the challenges inherent in meeting different needs and developing diverse talents cannot be accomplished by a monolithic design of higher education. . . . No single institution can be expected to offer the complete variety of courses that would permit it to respond to every challenge. (AAHE, 1986)

Minorities have found that two year institutions are cheaper, closer to home and provide a more personal, supportive environment. Minorities perceive they are being given an opportunity in these environments. This is not simply a rap at universities but a genuine recognition of two year institutions: four year colleges and universities can be more successful in attracting and educating adult students who have already had a positive two-year college experience than they have proven to be with undereducated minority youth directly from high school.

The data is clear. Most minorities will not even be in universities or remain long enough to complete baccalaureate degrees — and if they do, they will complete programs in fields other than teaching. Minorities are well represented in two year programs and universities need to make the connecting structural changes to recruit and prepare such students for teaching. Some of these structural and process changes include the following:

- planning between two- and four-year institutions regarding general education courses that will transfer
- providing counseling and advisement services in two year centers so that students entering two year institutions know that they have the option to eventually pursue careers in teaching
- convincing universities that they have just as much responsibility to students transferring from two year institutions as they do to "regular" students who begin and complete their general studies at the university - Transfer students cannot be a second priority.
- helping minority students with financial aid packages and/or jobs as teacher aids in local school systems - There can be no real increase in the number of minorities in teaching which ignores the financial support required for constituencies which are essentially low income groups.
- cooperative planning between faculty in university Schools of Education and those who offer general studies in two year institutions - Many state requirements for future teachers are becoming increasingly specific regarding the content of general education courses.
- helping those who come into contact with minorities to serve as role models in their personal and professional behavior.
- planning between universities and two-year institutions must involve two year faculty as equal partners in planning professional courses to be offered subsequently and to planning and offering a few Education courses in the two year institution.
- offering skills sessions and coaching for minorities prior to their taking tests for admission, completion, or state licensure
- in the same way that two-year faculty will have some voice in professional studies, university faculty need a voice in the general studies requirements of two year institutions. For example, suggestions to emphasize and offer black culture and the contributions of minority group members to the hu-

manities as part of the two-year general studies program must be heeded.

This partnership involves more than the cooperation of two and four year institutions: it also requires the cooperation of the state and local school districts. Wisconsin, for example, already has a pilot program that involves this type of planning commitment from the four institutional partners. It involves, among other things, having a system of dual admissions so that two-year students are guaranteed admission to selected university teacher education programs if they complete the agreed-upon general studies program.

The partnership between two and four year institutions is not presented here as a panacea for getting more minority teachers. My contention is that if there is a commitment to university based teacher education, then the most logical means for attracting more minorities is to take the program where minorities are — the two year institutions — and work out the required institutional agreements.

III. New Forms of Post Baccalaureate Teacher Training Programs Aimed Specifically at Minorities Will Be Needed

Generally, "post-bac" certification programs frequently provide viable means for recruiting majority college graduates who are experienced, more mature adults into teaching. These programs can also be directed at those minority college graduates who also try other careers and subsequently decide teaching may be worth a try. The distinct advantage in recruiting post-bac minorities is that there is little need to be concerned about the issues of helping them through the university or demonstrating their ability to pass minimum standards. Following are merely a few examples of how this level of training might attract more minority candidates.

Edelfelt has outlined sixteen procedures for attracting more people representing non-traditional constituencies into teaching (Edelfelt, 1986). Many of these recommendations are quite relevant to attrracting more minorities. For example, some updated version of the National Teacher Corps which would provide stipends and on-the-job internships would be most helpful. The National Teacher Corps was quite successful at recruiting whites into urban teaching during the 1960s with a loan forgiveness program — essentially tuition scholarships. Why not offer the same opportunities to minorities who want to become teachers now? In the 1990s, however, there will be no need to limit such an effort to urban schools since we need minorities in suburban schools as well. The major difference between now and the 1960s is that the federal government will not provide the sole support: states, local districts, scholarship funds and local businesses could and would contribute to such an effort to recruit minorities who are college graduates into teaching.

A second approach for attracting the minority college graduate population is to upgrade teacher aides. In Milwaukee we identified 88 black teacher aides and paraprofessionals who are college graduates, as well as a substantial number of Hispanic aides — some of who were M.D.'s and lawyers in Puerto Rico. Admittedly, not all of these aides and paraprofessionals can or should be trained as teachers. At the same time, many can; they need to be identified and trained. If they continue as aides during their teacher training they will have both direct experience and a salary while they are being trained. Every major metropolitan area has such a pop- ulation of aides who are minorities and college graduates. I wonder why more colleges and universities don't have teacher education programs for this population? Is it more reasonable to believe that few universities have realized this population exists, or, that universities are not motivated to plan a program to recruit and train them?

The point being emphasized here is that many college graduates who are minorities seem lost to teaching because, as undergraduates, they chose to pursue higher status and more highly paid careers. In truth, many of these individuals are only temporarily lost to teaching if we can provide relevant post-bac certification programs for them.

IV. New Forms of Teacher Training, Not Controlled By Universities, Can Be Vehicles for Attracting More Minority Teachers

Alternative certification programs offered in California, Texas, New Jersey and elsewhere are aimed at college graduates who are employed directly by school districts and after a period of supervised employment, are recommended to the state for certification by the employing school district. In most cases, local universities provide some supportive courses but do not control the programs. In one sense, this model belongs in the preceding category since it is aimed at college graduates. But the point that school districts — not the universities — do the recruiting, hiring, training and make the recommendation for certification, is a significant one.

My final recommendation, therefore, refers to a type of program that is yet to be offered but which would, in my judgment, be a very fruitful means for recruiting and training more minority teachers. I am currently involved in a planning process involving the school-districts and teacher unions of Gary, Hammond and East Chicago with the University Indiana Northwest. The thrust of this effort will be for urban classroom teachers, who are primarily minorities, to plan (and ultimately offer) a teacher education program to students who have completed everything but their professional studies. University faculty will participate but the major policy and action decisions will be made by classroom teachers. Our effort to recruit minorities will be enhanced by the fact that the program will be urban-oriented, extremely relevant, and hands on, supported by university financial aid packages, and showing many minority classroom teachers who will serve as realistic, realizable models.

The final point I would urge is that every state university system declare a full-tuition scholarship for every minority high school or minority college graduate with a 2.5 G.P.A. who declares a desire to become a teacher. The President of the UW System proposed such a program and became a lightening rod for criticism (Shaw, 1987). It will take courage and commitment for public officials to explain to the general public why such a commitment must be honored. The general public as well as educational leaders must truly believe in the goal of educating more minorities for teaching before these initiatives can move from rhetoric to reality. The present situation can be summarized as follows:

1. While many minorities are in two year rather than four year institutions, recent studies indicate a decline in the number of transfers from community colleges.
2. In the 1960s and 1970s higher education institutions formed specially

targeted counseling and support services to help minorities; these efforts have since been broadened to all students needing help.

3. Little progress has been made in campus race relations; groups often go their separate ways.
4. While counseling and remediation are critical to the success of minorities such programs have often been underfunded and have low campus priority.
5. There has been an annual decline in the number of Blacks awarded doctorates since the 1970s; Hispanics don't do much better (EDS, 1987).

A final prediction: The income gap between America's "haves" and "have-nots" is widening. The Hudson Institute estimates that by the year 2000 (only a decade away) 25 million new workers will be needed and that white males can be expected to provide only 15 percent of these new workers. This means we must immediately improve the education of minorities and women. What we must avoid is a situation in which our Schools of Education merely reflect the widening gap in the general society. If they do, there will continue to be low income women and racial minorities working primarily in day-care and as teacher aides earning minimum wages; mostly white women working as teachers; and mostly white males in positions of administration. In other words, there will be an intensification and deepening of the current gap into a wider one.

This scenario is out there waiting for us and will not be changed by doing business as usual; that is, by leaving universities in control over who is admitted and prepared for teaching. This paper has argued for expanding the constituencies involved in teacher education and in holding all levels of education institutions accountable for educating the minorities we know will be needed.

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A Student's View

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Presiding

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Let's begin this afternoon by taking a few brief moments of silence, in honor of one of the most important slain leaders to the world cause who was born on the eve of this day, over 59 years ago. So, if we could just begin with a moment in honor of Dr. Martin Luther King. Thank you.

First of all, in honor of God, to those men and women that have worked and suffered for the uplift of blacks and other oppressed people in the world, throughout the annals of history, I greet you all with a feeling of happiness and peace. I am very grateful and honored to have been invited to make my contribution to such an important occasion directed toward a subject that is both timely and thoughtful in my judgment. I am grateful for being invited to this Conference. Tonight I'll share my perspective, not the perspective, but my perspective on something that is important to each and every one of us. I'll try to be brief, but the significance of the subject leads me to the very difficult task of dealing with a lot of information in a very short time. So please be patient with me.

The theme of the Conference, Recruitment and Retention of Minority Students in Teacher Education, is a very significant theme. However, the topic of my speech is a little different but very applicable. In order to recruit and retain black students in teacher education, you must keep black students in college and in high school. So, I won't say but a few words on this cognizant topic. But, let it suffice to say this, that if we think long and hard, we should think back to the times in the black community when the position of teacher or educator was very important and prestigious and was an aspiration for many of the bright students. All we have to do, is think back and we must ask ourselves the question, "What was it then that inspired students to become teachers that is missing today" I submit to you that until this society, we the concerned people of society, go back to those basic principles and concepts that place education as an important thing in our community, students won't want to be teachers. Students today don't want to be teachers, they want to be athletes, or in some places, to be drug dealers - not because they like selling drugs, but because this society places importance on the value of money. Thirty-five years ago, a teacher had a very prestigious position. Being an educator was respected by the community. Teachers made a good living, and until we can pay students to become teachers, and until we can educate students into realizing that there is a premium on education, then students will NOT want to go into the field of education, and I'm afraid that much of your efforts may be for naught. So, let us think back to that time when becoming a teacher was important, when it was a prestigious happening.

Keeping black students in school is important. It is of premium importance. We cannot have teachers unless students are inspired for training in the field of education. The National Black Student Unity Congress is an organization that was founded in 1986 by a few students around the country who were sincerely desirous to see black students again awakening, moving, acting on the principles of

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freedom, justice and equality, and caring for the community from which we come. We saw on the horizon that after 20 years of lackadaisical behavior, after a 20 year lull since the 1960's, we saw students falling asleep, not caring about the society in which we live, but only about completing four years of study, getting a job and going on from there.

We decided that something had to be done. As I flew in from Philadelphia yesterday, I had an opportunity to read in last week's Time Magazine about the year 1968 twenty years later. The article dealt with the fact that in 1968 there was a certain innocence among young people. There was a certain feeling that we could accomplish things of great significance, but according to the article in 1988 the same feeling is not present. You don't have to go far to see the effects of young people in a collegiate environment who at this time in their lives have more opportunity than those of you in the working world to become involved in social activities. You don't have to go far to see the impact of students turning their backs on their social responsibility. If you look at the black communities around the country, they reflect the neglect, not just by the Federal government or the Reagan administration. But, they also reflect the neglect of young black people who in the 1960s were involved in those communities. When the students of SNCC registered blacks to vote in Mississippi and Alabama and Georgia and Kentucky, that was not a parochial issue. That issue had a profound impact on the community in which the students dwelled. When the young blacks in the bay area, many of whom were participants in the Black Panther movement had breakfast programs - fed children in the mornings before they went to school, that was not a parochial issue. That was an issue that affected the communities from which they came, and in which they lived, and toiled. So, I bring up these points as I dive into my subject because it is important to know that whenever there is an effect we must look at the cause that sets it into motion. We must realize that students today have turned their backs on these social responsibilities. There has been a ripple effect, and the students of the 1960s have grown up and are now in the positions of authority that they condemned twenty years ago. But, it is important that we understand that by students NOT being involved, not caring, it has created a vacuum that has had some damaging affects on our community. Again, the National Black Student Unity Congress is an organization creating a resurgence of that spirited movement that existed in the 1960s. The national Black Student Unity Congress realizes that there is a nexus between blacks and whites in college today, being involved in social activities and a better society, a brighter tomorrow. So we are committed to moving into the mainstream of politics in this country. But we must also understand that the activities that are going to help the black community cover a broad range and spectrum.

So we the framers, of the National Black Student Unity Conference decided that it was necessary to invite black leadership, black organizations, spanning the political spectrum from the Clarence Pendletons to the Kwame Toure (Stokely Carmichael). You see, you have extremes but in that diversity we see the connection, we see the nexus, we see the importance of recognizing the contribution of Dr. King, but we also feel that we must recognize the contribution of those others who worked on the outside but enabled Dr. King to be more successful on the inside. Those who have gone unnamed, such as Stokely Carmichael, H. Rap. Brown and Malcolm X and the honorably enlightened Mohammad, and all of the others were necessary pieces for a complete picture. Now you may be thinking, "what does all this have to do with black students on white college campuses?" I struggle on because that is the topic of my subject.

I brougt up those early points to make clear that whatever goes on outside of ivy covered walls, will go on inside of ivy covered walls. I have never been to Kentucky before. Yesterday was the first time that I set foot in this great and beautiful state. I have never been to Milwaukee, and some of the other places that I represent either, but I am willing to bet a thousand dollars to a dollar, that in Milwaukee, Wisconsin and Lexington, Kentucky and Louisville and Lassiter (and any of the other places where the participants of this conference have come from) that the population of the prisons in those communities is over 50% black males, and possibly as much as 70%. I would venture to say that in public schools right here in Fayette County, or some of the other places around the country where you have come, that black students score lower on standardized and other tests than other students in the classooms. I would venture to say that in Fayette County and other places over 50% of the black households are headed by females; there is no man present. I would venture to say that here in Kentucky and other places that you come from, although blacks are 11% of the population, blacks are disproportionately represented on welfare. I would venture to say that in some of these cities that when you go to the black section of the city, it is the most blighted section. I know this because there are national statistics and national trends that suggest it. I know this because if I am in Kentucky today and I travel to Philadelphia tomorrow and I go to Boston the next day or New York or San Francisco or Washington, the black communities all resemble each other. There is a lot of feeling of anonymity, of low self-esteem, of decadence, of inferiority, of not being as good exiting on the college campuses today. I bring up these points because I feel that they are important in looking at the question of black students on white student campuses, the struggles that they have to overcome and that we have to deal with on a continual basis. I think that when looking at these situations, and looking at the realities, that we can look at some solutions and realize that we are not dealing with a lost cause. We don't have to hang our heads low. Victory is on the threshold. There is a brighter tomorrow. We can only reach that bright tomorrow if we are willing to be honest with each other.

Yesterday, a very popular man in sports was fired for making comments regarding blacks. I suppose that Jimmy the Greek, when he made those comments in Washington, didn't necessarily mean it to be a derogatory observation, otherwise I don't think he would have said it on national television. I don't know. But, the point that I want to make by bringing that up is this; we must decide that we are willing to be honest with one another. We are in a very racial situation. Notice that I say "racial" and not racist. We don't have to shrink from dealing with race issues. So, let's be honest with each other and look at these points that I am going to lay out and let's see where we can go from there.

Again, all this is my view. It has been shaped in the mind experiences of a young black male coming up in this society, graduating from Frances L. Cardoza High School in Washington, D.C. with a 1.7 grade point average, going on to the University of Pennsylvania and miraculously being about to graduate from there with a 3.3 or so average, on the threshold of applying to law schools. I bring that up because there are many students in our public school system that are really talented with grasshopper complexes, untapped potential, extraordinary people that are simply not being challenged to reach their potential. We must have the ability as educators to be able to see diamonds in the rough.

Looking at the problems in the larger society, it makes me realize that on college campuses around the country, black students are not anywhere near the parity of white students in terms of their grade point averages or standardized test scores. In fact, on the law school admissions or the SAT, rather, the average score for an Asian student is 900 or so. The average score for white students is 700 and the average score for black students is about 500. I think that is correct. If I am wrong on those figures, let it just suffice to say that there is a 200 point difference in each group. Does this mean that black students are less intelligent than whites? Does this mean that white students are less intelligent than Asians? I suggest that it does not, but rather that there are some realities that we have not considered. If I were to take a picture of this front row, the people on the front row would be interested in the picture. But that same picture may not hold any interest for those seated in the back. Think about that. Why would the people on this row be interested in a picture, but the people on the last row may not have the same interest. It is because the people on the front row are in the picture. When little black children in the first, second, third grade come into the public school system many of them are diagnosed as being very bright. But, by the time they reach the critical fourth or fifth grade years, they seem to take a turn for the worse. Young black males in particular can go from K through 5th grade without ever seeing a black male teacher.

What does this do to the psyche of a young black boy who is growing, attempting to become a young black man? He can never see himself in the picture. When black students go to history class and they learn about our history, the teacher says, "Turn to page 125", they turn to 125 and they are reading about George Washington, Abraham Lincoln, Christopher Columbus. This is not racist, but it is racial. You cannot show me a person that will be interested in anything in which he or she is not included. You don't want to see the picture because you are not in the picture. But, if you are in the picture there is something there that makes it more interesting. There is something in there that triggers something in your mind. There is something of relevance for you. And, you all know that personal motivation is a very important aspect of learning. I never understood why I never liked history. I was never interested. I would just squirm through history class. I would just sit there and couldn't wait for that 3 o'clock bell to ring, because I wasn't in the picture. But, when I got to college, I could take Afro-American Studies. I could even major in it. Instead of getting D's and F's, I started to get A's and B's. How do I go from inner-city Cardoza, which in many respects, at least when I was there, represented everything that is wrong with education to Ben Franklin's institution, which many consider to be one of the finest institutions of higher learning in this country. Yet, I got F's and D's, C's and just a few B's at the one, but A's and B's at the other. All of a sudden I begin to see myself in the picture. I begin to see that I could become involved in a course of study that I could see myself in. I saw something there of value and validity for me, so it made sense.

What I am saying is this: in order to increase the awareness and interests of young blacks in education we must begin to challenge ourselves to come up with innovative ways to make blacks more inclusive in the curriculum. Black studies must be an integral part of every person's curriculum. We cannot graduate people and consider them well-rounded intellectuals if they rolled through the educational system of America and have never been challenged to learn more about our people. We must incorporate this in the curriculum of our schools. When this is done, we will be looking at contents. Reverend Jesse Jackson says that a text without a context is a pretext. Reverend Jackson has a lot of those really wonderful sayings! But, there is something fundamental about what he says. He is a very simple teacher, yet a very important teacher. A text without context is a pretext. What is the content and historical context for black students on predominantly white campuses? What is in it for me? Where is my relationship? These are questions black students ask. They don't necessarily ask consciously, but they are conscious questions. "Where is my stake in this thing?" they ask.

The historical context of black students in white college campuses didn't begin in the 1960s with integration. The historical context of black students on white college campuses began in the late nineteenth century when the first black to graduate from a predominantly white institution graduated from Middleberry College in Vermont. Later, W.E. B. DuBoise worked at the University of Pennsylvania, although he was denied a position with faculty status. One of his most brilliant works, The Philadelphia Negro, was done at the University of Pennsylvania. That's part of that historical context, that reality. But, not many black educators think in those terms. Therefore, the values never trickle down to the students. And, so if educators and parents don't think in terms of historical context, then certainly the students will not think in terms of historical context.

That context also includes, again, in the historical time-line, the 1970s when black studies and black power invaded college campuses. Many young black intellectuals who were scholar activists were hired by Harvard and Brandeis, University of Kentucky, and other institutions around the country. That is all part of the historical context. The context also includes the present. The demise of the 60's movement. The time around 1974, when all of a sudden black students were not conscious, were not aware and were not caring of a community, and the suffering of the communities. They began, all of a sudden, to think about their jobs and making money and driving BMW and Mercedes Benz cars and living in $200,000 and $300,000 homes, and all of a sudden...the historical context was in jeopardy. Today, you have a mentality among black students on white college campuses of "not-caring." A simulation of mentality that says that we must forget these black issues. We must recognize the new realities, and that new reality is, "if I go to the University of Kentucky, I don't want to be seen as caring about black issues, I want to be a person that realizes the reality of green issues. Now, that's not wrong, but understanding context is important.

I started by saying that to every result there is a cause. One out of every seven black students on a white college campus graduates from that institution. That's reality. It is reality that 80% of all professional people in the black community received their undergraduate degrees from black institutions. The reality is that most blacks who go to black institutions, come out with a healthier view of themselves while those who attend white colleges spend their four years dealing with anxieties and problems that black students at black campuses don't know anything about. All of this is to show us that black thought, and black power mentality was strong. The black community was strong. Black education was strong. Black teachers were strong. And I submit that in order for blacks and those that are concerned, regardless of color, who to find an answer to the questions that we are asking at this conference, it must be recognized that we must place a premium on black students realizing that they have a responsibility and connection to the communities from which they come. Until we inject our young blacks with the understanding that there was a definite connection to those blacks, those whites, and those hispanics, and those oppressed people out in the streets marching, protesting organizing - there was a connection to that, and to Dr. King sitting in the White House in 1965 to witness the signing of that important Civil Rights legislation. When that street activity died, there was a back slide of all other related legislative activity. When they stopped the activity in Watts and some of the other black areas, all of a sudden, the money dried up in education. When Caranga and James Turner and other black intellectuals became less visible, all of a sudden there were cutbacks here, cutbacks there. And now, here we are in 1988, just 20 years since on of the most dynamic and significant years in the history of this nation for blacks in terms of social change, here we are today, concerned people dealing with the issue on how to improve and retain minority students in teacher education and on college campuses. Isn't it strange that there is a back slide? It would be okay if we were discussing this issue in 1969.

We are not discussing something that we don't know how to solve. We are not discussing an illusive reality. We are discussing a problem that has at times been overcome, but recently has resurfaced. The point that I am making is that when students are active and a premium is placed on students who are active, then all of a sudden we find the answers to these problems. This reality that we are searching for was not as elusive then as it is today. There is a nexus and a connection that I want you to see and to think about. So, when you go back to your respective campuses around the country, think about the fact that it may have been a little annoying for students to take over the President's office! A slight inconvenience, but it was good for the society - it was good.

After you look at the things that I have mentioned thus far, you have to try and further identify some of the problems. And again, use as a back drop the idea that when there is a problem in the larger society, you find really that the campus is only a microcosm of the larger society. So, we have lower numbers of blacks in predominately white institutions. That is only a reflection of society where you have a low number of blacks working in the field of education itself. We always have to look at society as a whole. Educators cannot afford to limit themselves to parochial academic issues. We must jump into the mainstream. When I say the mainstream I don't mean the mainstream in the classical sense. I mean the mainstream of political thought, the mainstream of political action. Professors, and administrators must be in Washington, must be in the streets, must be in the communities where your institutions are located, and generate the kind of activity that will overturn the problems in the society.

Identification of the problem is something that is very significant indeed. The number one problem has nothing to do with technical junk, statistics, or the fact that on every campus you attend the numbers clearly show that there is disparity. There are some more human realities that we must look at. For instance, at the University of Pennsylvania, the average grade point average of blacks students is about 2.5. The average G.P.A. for white students is 3.3. Gross disparity, but I submit to you that is not the most important reality. The fact that they have to set up special admissions commitees to examine the situations of blacks who enter into these predominately white campuses, that is a problem, but not the largest problem. The most important probelm that we must overcome is an identity crisis of black students on white college campuses. The lack of self esteem. If I don't think I can do something, I can never do it. Jesus said in the Bible, "If a man can think it, so is he." If I feel that I am second best, that I can not achieve, that there is always a substandard that I can fall back on, I will never achieve up to my capability. But, I don't want anyone to run with that. I don't want anyone to use that to say that all of the problems or all of the mechanisms that are set up to redress the problems should just be dismantled.

It is a principal fact that we must strengthen black communities and institutions. That is a must or we will be forever running and chasing the ball and we will never have anything of value. Culture is very important in the black community. If a man knows not from where he comes, he doesn't know where he is going. You cannot sacrifice strong black awareness in black youth and students and substitute that with a $200,000 home in the suburbs and a private school education and think that you are making an individual. We say that black students, like other students , must be educated in the richness of black culture because, again, what a person thinks of himself has everything to do with what they are able to do with themselves. As Malcolm X used to say, "You show me a tree that doesn't have any roots and I'll show you a tree that is not alive." And, this is what is happening in the black communities. Parents and educators in a desire to take us to a better standard of living, I suppose, have completely gotten away from teaching the youth of our community what it is to be black, and what it has been in our sojourn here in America. Culture is important.

Economics, is a reality we cannot deny. It is nice to get together here at the Hyatte Regency, but this costs money. Who is footing the bill? We must at this point, come to a level of consciousness that we are going to have to pay our own way. There is an old saying, "He who pays the piper calls the tune." You can't get angry if I invest something and I want to see it go the way I want it to. But autonomous thinking individuals must develop an economic base. So the leadership today that we must admire and we must support is the leadership that will enjoin upon us to build something of the economic base. University students are putting together a self-help, economic scholarship program; it is a brilliant program and you should try to find out about it. I have the contact information here.

We must become more intelligent politically. Black people have to be intelligent politically. Black students must be aware politically. We must never think that there is any one way. There is no one right way. We have only a potpouri of brilliance and it is up to us to analyze all of those philosophies, think about them, and pull together some kind of collective, comprehensive plan to get the best out of them. Then we can become more intelligent politically. We can make things work in our community.

Lastly, Judge Bork was not nominated to the bench because blacks are strong politically, and black students played an important part in that. So here again, in closing, I say that when there is strength in the community, when there is movement in the community, when there is awareness in the community, problems in education become automatically solved.

I thank you for your indulgence, and I hope that you have been able to gather something from my comments that you will be able to use as you go back across the country.

IV. Overview of Recruitment and Retention Models

Ernest J. Middleton
University of Kentucky
Conference Coordinator

Welcome to the Fourth Plenary Session. We would like to start the program this morning by giving you an overview of the Recruitment and Retention Model. Let me tell you how we got to this point. Several months ago, in March, to be exact March 29-April 1, we held the first recruitment and retention conference here in Lexington. We set out to try and bring fifty people to the University to brainstorm and think about minority recruitment and retention in teacher education, and to come up with some kind of working formula that would help with this problem. We sent out the call for papers and, instead of getting fifty people, we had responses from something like a 120 people from 100 institutions and 35 different states. I thought that would be too large a group, but I was persuaded that we could use all the information we could get. Those people came here from March 29th through April 1, and we worked together intensively for over three days in several kinds of activities. The first day was spent talking about the problem, the second, we interacted with each other, and the third day we came up with the basis for a model that is generic enough to be used at any institution.

After the conference we continued working with the recommendations of the conference participants. From the tremendous number of suggestions gathered in the small group discussions we were able to find a basis for a generic model. We believe the model is flexible enough to apply to any kind of program or setting. We don't claim that it is a cure all, but we do feel that it is a good start. I want you to know that we have gone back through that model and made some changes. We will, however, talk about those changes.

In addition, in terms of what you have to do and when you have to do it, I think you will be remiss if you are the lone black or token white wherever you may be working when you go out to try to recruit people. We have told Dean Sagan that we are not going out to these schools alone to talk about recruiting minority youngsters. When I go out as a black man from the College of Education, it may seem to be a self-serving thing for me. On the other hand, if a white person goes out alone to represent the University, he or she might be regarded with mistrust. However, if my colleagues Manny Mason or Harry Barnard go with me as an integrated team,the problem is not seen as a black or a white issue, but rather, a national one. And when a school commits staff to do these things, that shows a great deal of commitment. But when you send that lone black person out there to talk to counselors and administrators, they will be polite. They will sit and listen to you but they are not going to do much else unless they are committed in the first place. To use a metaphor from Conrad Tillard, the articulate young student you heard yesterday, you have to put the minority students in the picture.

Whatever kind of team you put together should be a reflection of the kinds of people you are looking for. We talk about the multi-ethnic and multicultural approaches, so when you put together this program, it should have a multi-ethnic and multicultural education character. The other thing of which you should be aware is the model we are going to share with you today will not solve the problem for you tomorrow. The solution you find must represent a long term endeavor. The model was designed to help a planner devise some strategies that will be effective in local settings.

We are in the process now of using the model here at the University of Kentucky. By the end of this spring, we will have taken our recruitment and retention program out to various schools to have them interact with us. If we have this conference next year, we would like those of you who will be going back to your schools to try to implement a program to come back next year and have a show-and-tell session with us.

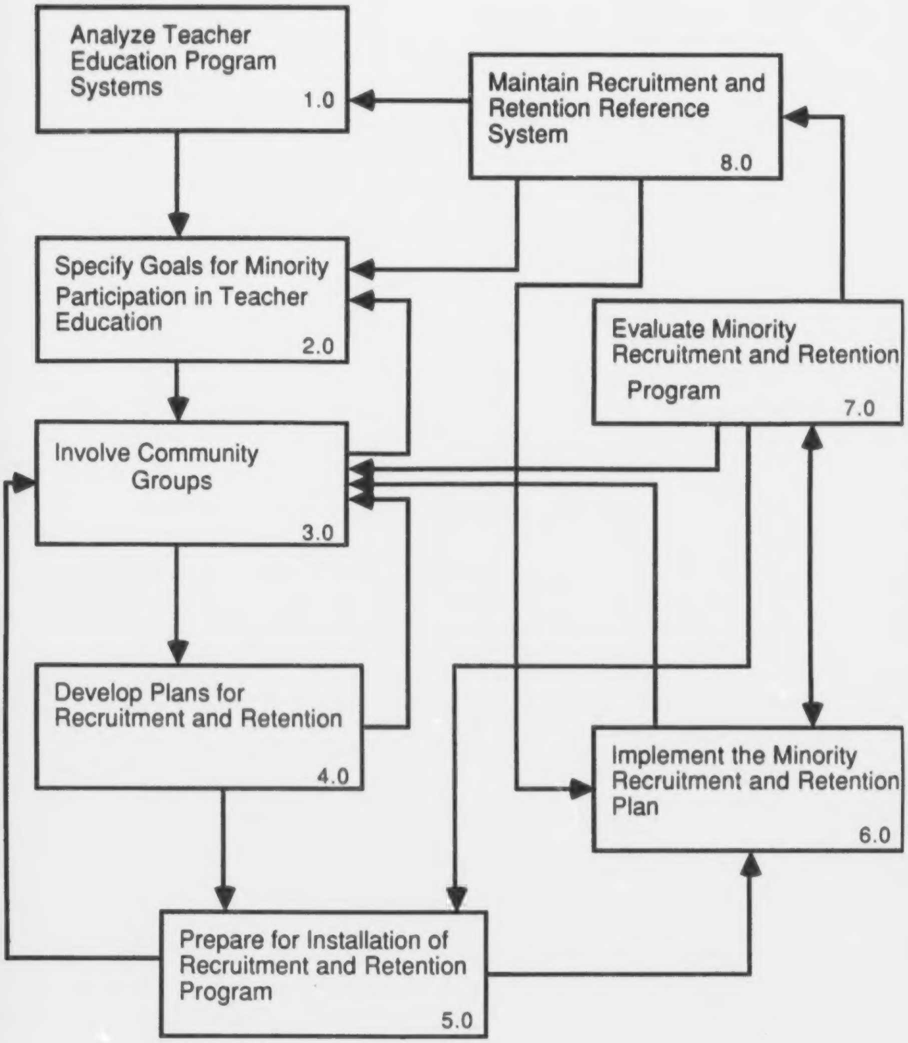
Emanuel J. Mason
University of Kentucky

We took a modified systems approach in developing the model. The model is intended more as a planning model to help focus thinking rather than as a model for how to do minority recruitment and retention. The idea is that it would apply to any kind of minority recruitment or retention program that might be contemplated. For example, it might be used to plan a program designed to bring mid-career adults back to the university to be trained as teachers, or a program to attract high school students to teaching careers.

The model is made up of eight functions which should be considered interactive. The first function, labelled, "An Analysis of Teacher Education Programs Systems", may not necessarily be the place you start, but you will get there evevtually if you follow the model. You may want to start with the first function because if you do not have enough information, a needs assessment would be in order. Keep in mind that these functions are interactive, and as you work on one you may want to change to another one that you've already worked on. So, the model is not really a series of steps but rather a system in which the elements tie together. When you affect one thing, something will happen in another part of the model that may require reconsideration of something already done.

As presented in last year's conference proceedings, the functions have a variety of activities listed under them. We tried to write these elements as activities that could be evaluated. In the discussion, you will see the activities lead to the compilation of a data base that can lead to project management and project training as you go through the segments of the model. These activities came from last year's conference and the discussions in which many of you participated. The complete list of activities and recommendations that emerged from that conference can be found in the group summaries in the back of last year's proceedings.

In the first function you consider the teacher education program in which you are involved. For example, you might want to document needs for minority students' participation in Teacher Education Programs at an increased level. The need for an increased level is probably a local decision depending on demography, funding, and other purposes. You might also consider looking at standards. You must decide if you want to change standards or have different standards for entry into the minority recruitment program or if you want to implement special courses. Some of the programs that we have heard about either in the past, or in the past day or so, involved special courses that made the program more appropriate to certain minority groups - for example, a course in black history, or a history of black education or Hispanic education in the United States. You may have to get those courses approved through the university system, so this is where you include


Analyze Teacher Education Program Systems
1.0
Maintain Recruitment and Retention Reference System
8.0
Specify Goals for Minority Participation in Teacher Education
2.0
Evaluate Minority Recruitment and Retention Program
7.0
Involve Community Groups
3.0
Develop Plans for Recruitment and Retention
4.0
Implement the Minority Recruitment and Retention Plan
6.0
Prepare for Installation of Recruitment and Retention Program
5.0

those types of considerations - course and curriculum committees, Graduate Council, Undergraduate Council, etc.. If the program that you are proposing varies from the certification programs on file at the state level, you may have to do some planning with the department of education, NCATE, and other agencies involved in accreditation of teacher education.

The second function of the model deals with goal specification and emphasizes involving the community early. A large number of these programs have a long period of inertia or barriers that are deeply rooted in community tradition. It is important to reach the members of the community. Creating an advisory board of community members, and getting constant community input and assistance in selling the program will help assure a sense of ownership of the program in the community.

The third function includes a more formal involvement with the community. Here you establish formal collaborative working groups for seeking support in obtaining assistance with funding, and developing incentives. The groups involved will probably have their own educational ideas and programs, but every effort should be made to coordinate their efforts within the framework of your plans.

The fourth function involves the development of the plan. The plan includes recognition of everything that has to be in place for the program to work when it is implemented. There should be a plan for funding, one for staff training, and so on.

The fifth function surprised us when it emerged from the suggestions. It consisted of the kinds of considerations we often overlook until the last minute when everyone is scrambling to get things done. This function involves preparing for the installation of the program. It covers how to get everything in place before the students arrive, things like training of faculty who are going to work with the minority students in their classrooms. The faculty will need to know about the characteristics, backgrounds and psychological barriers that the students may face. The new minority students may have fears, perceptions, or academic needs that will hinder their success. Other concerns that should be planned include such things as who will be responsible for determination of operating procedures, when will funds and equipment arrive, and other practical aspects of running the program. If special tutoring or counseling will be offered, training has to be done before hand so that when the students arrive, faculty and staff are ready to work with them. It is often a good idea to do a pilot study. This will often show you where improvements can be made and what is workable.

The sixth function involves the implementation of the plan. Again, it should be emphasized that the model should be viewed as a system, not as a series of steps. For example, when the plan is implemented you may find a need to rethink some decisions previously made regarding community involvement, or that you have to get approval for something else through the university system that was not apparent when the first function activities were being considered. It should be kept in mind that this is a constantly changing dynamic system where all the parts are interacting simultaneously.

The seventh or evaluation function is going on during the whole project. The evaluator should be part of the project from the very beginning. Evaluators can help to formulate program objectives, determine if progress is made, how schedules are being kept, and if the program is functioning properly. We suggest that the project include formative and summative evaluation. Formative evaluation is the type of evaluation that goes on during the course of the project. Summative evaluation comes at the end of the semester or at the end of the year, when the program has reached a point where it is starting a new cycle. It is possible that some projects would be recycled every semester.

The eighth function includes the maintenance of the recruitment and retention reference system. This is the database of information collected during the first year. A tremendous amount of useful information may be collected during the first year. With a year of experience and enough useful data, implementing the program the second time could be much easier. Further, this information can facilitate project planning and managment during the course of the first year by helping establish progress and tracking operations.

The model we have presented is essentially for planning. It is not a program. The program should be determined by local conditions and needs. I hope you find this planning model useful as you work on your own minority recruitment and retention program.

William C. Parker
Vice-Chancellor
Minority Affairs
University of Kentucky

Some of us who were here last year remember that we worked very hard to put the information together in order to come up with a basis for the model that has been explained to you. My suggestion is that if you decide that you want to do something with this model, you need to take into consideration the information that the groups contributed. It cotained hundreds of ideas, suggestions, warnings, and statements that represented the collective experience of the participants.

We are here to gather ideas, concepts and theories. But when we get home we will want to put what we have gathered into programs. I am sure there will be all kinds of obstacles, however. We may end up saying that the model is no good because nobody ever sat down with us and talked about the problems that one will find on a specific campus. We had four groups last year talk about four areas that they assumed would cause difficulty in trying to implement a plan. These groups put together information to help you understand some of the problems you are going to have. Also some solutions to the problems were addressed. The four areas were recruitment, retention, community and university. For example, the recruitment group proposed an objective that states, "Document the need for minority students in teacher education programs." You can't have a program if you can't give someone a reason why you want to do it.

Resources needed were broken down into three concerns recognizing the need for demographic data, technical assistance, staff and faculty support for developing the program. The groups went on to talk about barriers to expect. There may not be any data on barriers on a particlar campus, but one may already know of or suspect some by virtue of his or her familiarity with the campus. For example, the project may not have support of the administration., or may not be committed to the objectives. The discussion groups talked about some barriers that you may expect and what to do about those barriers. Thus, last year people provided expertise that can be a very powerful planning aid when thinking about, and planning your own program. To illustrate further, invovling the community can be a challenge. This report tells you about some of the barriers you can expect, how to get over the barriers, and what to do. That was the purpose of the community group, and I think it is a very important dimension in the process of what you are about to pursue. The four groups worked hard to provide you with this valuable information. The information is accessible in the first conference proceedings. I just want to tell you that I personally feel this information will help you implement a program of recruitment and retention at your local institution. I am happy that it is in the proceeedings available from AACTE/ERIC.

We presented the model in its present revised form as a planning model. As you try to implement it you will find that in certain phases there is an overlap, or that specific implementation procedures are vague. This was deliberately done to make the model more general. Implementation in your setting will require that you consider local conditions, priorities, and needs. Further, the recommendations and comments of the workgroups in the conference proceedings from last year should help you with this.

V. Implementation of the Model

PANEL A: *Analysis of Teacher Education Program Systems*

Harry V. Barnard, Professor, University of Kentucky, Presiding

Recruitment and Retention in Teacher Education Programs: An Analysis of One Program

Carl A. Grant
Walter E. Lane
Evelyn M. Reid
University of Wisconsin-Madison

A review of the educational literature over the last twenty plus years would reveal that Recruitment and Retention of students of color at predominantly white institutions of higher learning has received varying levels of attention. This attention, according to Grant, Sabol, and Sleeter (1980), was motivated by different interests and reasons. They argue that during the period of forced integration (1954-1964) recruitment policies were influenced by a serge of racial awareness in society, which was marked by events such as in the March on Washington and Black College student sit-ins, such as the one in North Carolina at Woolworth's "white only" lunch counter. Due to this surge of racial awareness, predominantly white colleges and universities became aware of and troubled by the absence of students of color on the campus and developed rhetoric that addressed the need to attract these students. However, this rhetoric seldom developed into serious, energetic recruitment and retention plans to bring students of color to the campus, and provide for them the support to help them graduate. This was especially true for the students of color with average college potential.

Grant, Sabol, and Sleeter (1980) argue that between 1964 and 1970 recruitment followed a pattern of "tokenism and selectism." Predominantly white institutions of the North "creamed off" the most highly qualified Black students, who previously would have attended Black colleges. The Black "stars" were held up and fussed over to demonstrate that the college or university supported equal opportunity for all. Also during this period, colleges and universities opened their doors wider to all students of color. Equal opportunity came to mean "Open Admission," to institutions of higher education for students of color. Decker, Jody and Brings (1976) in describing the Open Admission plan at the City University of New York (CUNY) observed that, "This Open Admissions program (instituted in 1970) has been termed revolutionary, for it is the only one that assumes the responsibility for implementing and financing comprehensive remedial and supportive services designed to help under-prepared students succeed in college. The hope has been that the revolving door would remain open, that students would truly have equal opportunity, and that academic standards would be maintained all the while. Achieving this has been a difficult task." p.3

During this time many students of color entering the university began to pursue careers that were traditionally reserved for the white male. However, in many cases their pursuit of these careers was short lived, and colleges and universities were observed to have the revolving door that Decker, Jody and Brings (1976) discussed, which allowed Blacks and other minorities to enter but didn't do enough to retain them. This negative and neglectful treatment by predominantly White colleges toward students of color developed into a period of Black student unrest. This unrest saw various kinds of protests, sit-ins, and other demonstrations with Black students, expressing concern about conditions on the campus and the nature of the entire college curriculum. Robinson, Foster and Ogilvie (1969) cogently capture the feelings and attitudes of Blacks and many Whites during that time on the college campus:

> *This country's educational institutions can no longer afford to participate in what amounts to societal myth-building, while ignoring one of the central objectives of education; to describe and interpret reality as cogently and impartially as possible. Students can no longer be given a myopic vision of American as a homogeneous, placid and idyllic land of the free and home of the brave. From this archaic educational perspective, America is a paradise, devoid of the "unpleasantness" associated with internal ethnic and racial rivalries and conflicts or with the brutal abuse of weaker peoples in maintaining an inequitable distribution of power. With this social background, American students cannot avoid being left with the implicit assumption that this country has never done any wrong, fought any unjust wars, or exploited any of its neighbors or citizens.* p.X

Edwards (1970), paying particular attention to the social climate on campuses, observed that "fraternities, sororities, extra-curricular activities, and many other facets of life at predominantly white integrated colleges are closed to Black students." Edwards further added that the racism and injustices toward the Black college athletes were so vacuous and widespread that in "1968" a new front was open in the Black student revolt, an attack by Black atheletes on traditionally racist practices in athletics." p. 65.

Grant, Sabol and Sleeter further argue that beginning in 1970 (the period of Affirmative Action), predominantly white college and universities recognized the need to systematically develop serious plans for the recruitment and retention of minorities. These plans often included establishing Black Studies programs, hiring recruitment officers that would give special attention to minority recruitment, and setting up tutorial centers for students of color. These plans for the most part have not been successful in reaching recruitment goals set by institutions of higher learning. For example, according to an article in the Milwaukee Journal, the University of Illinois, the University of Michigan, and the University of Wisconsin-Madison have large disparities between the percentage of Blacks attending the campuses and the percentages living in their state (Milwaukee Journal, November 29, 1987). Retention efforts have been similarly unsuccessful. For example, according to a report in the San Francisco Examiner, only 27% of blacks graduates at the University of California at Berkeley (San Francisco Examiner, 11-7-87).

Currently, many of the major predominantly White institutions of higher education are reviewing their recruitment and retention plans for students of color and renewing their commitment to these programs. An examination of the recruitment and retention program for students of color at the School of Education, University of Wisconsin-Madison can serve to help educators more clearly understand the strengths and weaknesses of their efforts in this area. We will examine this program by discussing several areas that effect minority students' decisions to enroll. These areas include the racial composition of the faculty and student populations, entrance and certification requirements, financial and student support programs, and the racial climate on campus.

Background

The University of Wisconsin-Madison is in the state's capital, a town of approximately 170,000. According to the 1980 census, the population is 94.3 White, 2.70 Black, and 2.97 other (Madison Community Profile, 1985). The University has an approximate enrollment of 43,368 students. Of this number, 2,400 are students of color. There are 722 Blacks, 146 American Indians, 587 Hispanics, and 945 Asians. Out of 2,297.8 full-time employees on the Madison campus, 52.1 (2.3%) are minority.

The School of Education is a professional and research school with a primary emphasis on teacher education. The School of Education provides instruction for both undergraduates and graduates. For the 1987-88 academic year, the instruction for both undergraduates and graduates. For the 1987-88 academic year, the undergraduate enrollment is 2,443 and graduate enrollment is 1,341. Of this number, there are 75 undergraduate students of color and ninety-two graduate students of color. In 1985-86 the Madison campus graduated 439 students eligible for education certification. Ten of that number were minorities.

There are 168 tenure track faculty members in the School of Education on the Madison campus. Five of these faculty members are of color. There is one Native American Associate Professor in the Art Department, one Hispanic Assistant Professor in the Education Administration Department, two Hispanic Assistant Professor (one male and one female) in the Department of Curriculum and Instruction, and one black Professor in the Department of Curriculum and Instruction. There are thirty-seven White female members. Eleven of these are assistant professors, nine are associate professors, and seventeen are full professors (University of Wisconsin-Madison School of Education Equity Action Report, 1986-87).

Entrance Requirements

The School of Education does not have an overall general requirement for entry, rather, each program (e.g., Secondary English, Elementary Education, Special Education) has its own entrance requirement. For example, the minimum requirements to be considered for entry in elementary education are, 2.5 GPA on 43 credits (usually these are liberal arts credits), a Pre-Professional Skills Test (PPST) score of 173 in math, 175 in reading, and 174 in writing. Secondary Social

Studies requires a 2.75 GPA on 54 credits in all college coursework and a PPST score of 173 in math, 175 in reading, and 174 in writing (The University of Wisconsin-Madison, School of Education Handbook for Student Teaching, July,. 1986).

Certification Requirements

Degree requirements vary according to the special programs in which a student is enrolled, but in all programs there are four major components. Basic liberal studies, Professional Education, Special Major/Program or department requirement and general electives. A minimum of 120 credits is required for graduation. For students who entered the university as a new freshman for the fall 1986-87 semester, the liberal studies component was as follows: 1) English Composition or exemption by exam, 2) one course in oral communication, 3) college algebra or exemption, or an upper level math course, or an approved substitute from computer science or statistics, 4) nine credits in social studies to include American state, local, and national government, a western history course and a course in non-western history or contemporary culture, 6) nine credits of science to include one physical science course and one biological science course, 7) elective to bring the liberal arts total to 40 credits. In addition, each certification program requires specific professional education coursework, practical and student teaching (The University of Wisconsin 1988 Undergraduate Bulletin, p. 49).

The University faculty is responsible for developing all coursework and setting admissions and graduation requirements in keeping with state regulations. Required GPA for graduation vary depending on the specific certification being sought. For example, 2.5 is the GPA for graduation in elementary education and 2.75 is the GPA for graduation in Secondary Social Studies. In compliance with the Department of Public Instruction, there are Human Relations requirements for teacher certification: Six Human Relations code points have to be satisfied by all education degree candidates. Code Points 1,2,3,4 and 6 are satisfied through coursework content and code point five is completed through a direct field experience. Code Point One requires that students gain exposure to the development of attitudes, skills and techniques so that knowledge of human relations, including intergroup relations, can be translated into learning experiences for students. Code Point Two requires a study of the values, life-styles, and contributions of racial, cultural and economic groups in American society. Code Point Three requires an analysis of the forces of racism, prejudice, and discrimination in American life and the impact of these forces on the experience of the majority and minority groups. Code Point Four requires structured experience in which educators have opportunities to examine their own attitudes and feelings about issues of racism, prejudice and discrimination. Code Point Five requires direct involvement with members of racial, cultural and economic groups and/or with organizations working to improve human relations, including inter-group relations. Code Point Six requires experiences in evaluating the ways in which racism, prejudice and discrimination can be reflected in instructional materials (School of Education, Human Relations Program Guide, December, 1987). Other multicultural issues may arise in the curriculum, but the Human Relations requirement serves as the major experience that teacher education students have in the program.

Wisconsin need for minority teachers

The need for minority teachers in Wisconsin is obvious from the following statewide statistics. The student enrollment of American Indians and Alaskan natives is 8,986. There are 45 American Indian and Alaskan Native teachers. This is a pupil-teacher ratio of 200:1. The student enrollment of Asian and Pacific Islanders is 10,316. There are 95 Asian and Pacific Islander teachers. This is a pupil-teacher ration of 229:1. The student enrollment of Hispanics is 15,767. There are 176 Hispanic teachers. The pupil-teacher ratio is 89:1. The total enrollment for students of color is 97,993. The total number of minority teachers is 1,518. The pupil-teacher ratio is 64.5:1.

Pupil-Teacher ratios that leave the teaching of students of color mainly up to majority group teachers are being questioned by some educators. For example, Anderson (1988) and Gordon (1987) argue that people who teach children, also influence their mind. Therefore, minority people need to beware of who is teaching their children. Grant and Gillette (1987) observe that:

> *Minority teachers are especially critical to making their intellectual thought, scholarship, history, and experience become part of the culture, politics and discourse of the school and classroom. Minorities cannot afford to relegate this task to other groups, regardless of how sensitive and well-intentioned they may be.* p. 520.

Cooper (1986) also adds that "A less generally recognized but disquieting element of the problem is that the school always has been more than simply a place where learning occurs. It is also a place where culture and value systems are fashioned and built." Cooper further argues that, "the experiences and backgrounds that teachers bring to school affect the school's pedagogical practices and cultural climate. If history runs true to form, the absence of the black teachers will mean that the school's pedagogical practices and cultural climate will not reflect the perspective of the black minority." Thus, she concludes "the teachers and students—and indeed the nation—will be deprived of a component of the educational experience that is increasingly important to our pluralistic society." p. 50.

Teachers of color are also needed to provide role models for both minority and majority students. According to Bandura and Walter (1963) and G. Grant (1978) role models for children are vitally important to influencing their norms and values. Bandura and Walters argue that people reproduce the attitudes, emotional response and action exhibited by real life or symbolized models.

University of Wisconsin-Madison Teacher Education Recruitment and Retention Plan

In 1986 the Wisconsin Department of Public Instruction required each teacher preparation institution in the state to submit an annual written plan on the recruitment and retention of minority students in the teacher education program. The purpose of this requirement is to monitor each institution's commitment to increase the enrollment and graduation of ethnic minority students in teacher education programs. The plan submitted by the School of Education at UW-Madison included four components: recruitment, financial support, pre-college programs, and support services. Let's examine these four components.

At the time of this writing, the School of Education has two major recruitment initiatives for attracting students of color to the Madison campus. One is the identification and recruitment of high school juniors and seniors in the nine Wisconsin school districts with the highest concentration of minority students. University staff members including some of the teaching faculty visit schools in these districts, explain the University's program to teachers and administrators, and meet students and their parents.

The second initiative involves the development of institutional cooperative agreements between the School of Education and other colleges. For example, institutional agreements are being worked out between the School of Education and community colleges in Wisconsin. The primary function of these institutional agreements is to create ways for minority students to attend the college in their community, complete the first two years of their academic program (the Liberal Arts) and then to transfer directly into the teacher education program at the University to complete the final two years of their program (the professional sequence). As part of this arrangement a minority academic staff member from the School of Education visits and gives advice to the community college students in this program beginning in their freshman year.

Another type of institutional cooperative agreement involves the Madison Public Schools, the Department of Curriculum and Instruction, and predominately Black Colleges. This agreement brings Black students from predominately Black colleges to Madison to complete their senior student teaching experience in the Madison public schools. The hope and expectation is that these Black students upon receiving their teaching certification will become teachers in the Madison public schools.

The School of Education has established several scholarship programs to attract minority students. The Zinn scholarship fund provides approximately $20,000 per year to support prospective minority teachers from the city of Milwaukee. The Chancellor's Scholarship program provides $1,500 a year for four years for minority students majoring in teacher education programs. The Teacher Forgiveness Loan Program awards $2,000 per year for two years to minority students intending to teach in the Milwaukee area. In this loan program, the amount of the loan is reduced at a rate of 25 Percent for each year of teaching in the Milwaukee area Public Schools. Additionally, the University offers Forgivable Four Year Awards up to $10,000 per year for graduate students to pursue a doctoral degree in any academic discipline with the expectation that they will teach in the University of Wisconsin System. Furthermore, in 1985 the School of Education established several summer pre-college programs for minority middle and high school students. These are the College Access Program, The Middle School College Access Program, and the Institute in Writing and Mathematics.

The College Access Program is a pre-college experience for minority students who have completed their freshman, sophomore or junior year of high school. The program is designed for students who wish to develop an acquaintanceship with college life, gain an understanding of their acacemic strengths and weaknesses, and obtain help in assessing their potential for academic success in various professional careers, especially teacher education. The Middle School College Access Program assists minority middle school students in developing good study skills. The program stresses the importance of academic success in high school in preparation for college and future careers. The importance of minority students becoming teachers and pursuing a professional career in education is emphasized.

The Institute in Writing and Math is a program that prepares minority high school students for college and introduces them to the opportunities and challenges of a career in teaching. This program uses computers and small group instruction to advance students' proficiency in mathematics and writing. It also exposes the students to cultural enrichment activities that they may not otherwise experience.

The School of Education representatives cooperate with other organizations to recruit minority teachers. For example, during the fall of 1987, a State-wide conference was sponsored by the North Central Regional education Lab (NCREL) to focus public attention on minority recruitment of teachers. At this conference, Deans of the School of Education from across the State agreed to develop programs to attract minorities.

Additionally, the School of Education seeks outside advice regarding recruitment. For example, there are representatives from Oscar Mayer and the general telephone and electric company on the Dean's Advisory Council. This Council has devoted its last several meetings to working on minority recruitment and retention.

Recruitment Discussion

One could argue that the School of Education's recruitment plan looks good on paper, but a careful examination of this plan reveals that there is still a great deal of work that needs to be done in spite of the money and time that has been invested in the plan. Let's begin our analysis by examining each component of the University of Wisconsin-Madison School of Education Recruitment plan.

The recruitment process makes an excellent start to increase the pool of students of color by attempting to attract minorities at a very early age (middle school) and by offering programs (College Access Program) to help them prepare for college life. But, one problem here is that these programs occur only in summer, and there is no mechanism in place to have ongoing follow up of program participants. This is because in part, the program is run by one full-time minority staff person. Serious recruitment efforts would involve having a recruitment staff that would include at least two or more full-time staff members and additional clerical support staff.

The Madison campus provides three excellent financial programs. However, a serious shortcoming related to these programs is that they are limited to Wisconsin residents and some of them (the ZINN Scholarship) are further limited to a single geographical area in Wisconsin. The University of Wisconsin-Madison has long been noted for attracting students from all over the world. The University has the third highest enrollment of foreign students in the nation. In fact, the College of Engineering boasts that half of its graduate students are from other countries. The athletic department also has an excellent reputation for recruiting athletes of color from across the nation. Serious recruitment efforts in the teacher education program must include financial packages that would attract students of color from the other forty-nine states. These packages could include a Forgiveness loan program if these students would teach in the State of Wisconsin for at least four years.

The School of Education's recent efforts to develop institutional cooperative agreements with community colleges and predominantly Black institutions (in the south) look very promising. However, it is too early to access the effectiveness of this program. Success of such programs depends in a large part on the School of Education faculty's making minority students feel welcome, having a curriculum that takes into account their interests, and being willing to provide the mentor relationship that is important and necessary to successful completion of college.

Once the university has recruited students of color it provides academic support services to retain them. For example, support services are provided in Statistics, Writing, Micro Computers, Math Medic, and career placement. These services are well-staffed, provide state of the art equipment and are available to students at all times.

There are several services provided within the School of Education for the retention of all students. These are the Student Services Office, Educational Placement Office, and the Office of Field Experiences for Educational Personnel. There is one service especially provided for the retention of minority students. This is the Office of Minority Student Services which provides academic and career advising, personal counseling, financial support, tutoring, and workshops on study skills and test taking skills.

Retention Discussion

Social events for students of color are provided in several ways. A review of the University's calendar would point up social and cultural events with which students of color should be able to identify. For example, there are several student committees that organize campus events. The Ideas and Issues Committee and the Cross Cultures Committees bring prominent and nationally visible personalities to the campus. Also, ethnic group organizations, (e.g., Native American, Wunscheck, Puerto Rican, Union Puerto Rican) and fraternities and sororities, (e.g., Alpha Phi Alpha, Delta Sigma Theta) sponsor social events for students of color.

The current School of Education retention rate of minority students is 52%, while the graduation rate for majority students is 62%. In order for the retention rate of minority students to be comparable to that of majority students, financial support, admission requirements, and overall campus climate must be dealt with. The School of Education loses approximately 10% of its minority student population because these students are from out of state and are unable to secure adequate financial packages that will enable them to continue on the Madison campus. If the University and the School of Education are serious about retaining the minority student pool, then they must provide financial packages that will enable all students of color to remain on the campus. For example, the University can establish a loan forgiveness program that will enable students to pay off their loan by becoming teachers in the State upon receiving their teacher certification and remaining on the job for an appropriate number of years.

The continual raising of grade point average and test score requirements for admission into the teacher education programs serves as a deterrent to minority student retention. Although many minority students satisfy the grade point average and coursework requirement, they could be denied admission solely on the basis of their test scores. There must be close coordination between admission and retention policies. The admission policies are presently working against retention efforts. For example, eight of the nine minority students who were admitted to the elementary education program during the last two semesters would not be eligible to enter the program next fall due to the increased test score requirement.

An effective retention program would make certain that admission policies do not contradict and frustrate retention efforts. Also, an effective retention effort would focus a lobbying effort on the Department of Public Instruction to point out to them that it was unfair to raise test scores without upgrading the quality of education for students of color in the Wisconsin public schools.

The School of Education provides excellent support services for minority students. However, the school climate is influenced by many other factors such as number of minority staff and faculty and interaction between minority students and faculty. An effective recruitment effort would ensure that minority role models with sensitivity and understanding to minority students needs are present. Also, all staff and faculty would participate in multicultural workshops to make certain that their attitudes and behaviors toward minority group cultures are positive. Furthermore, the faculty must take leadership in the retention effort. Retention of minority students cannot rest mostly in the hands of a single group of recruitment officers. The responsibility of retaining minority students must be shared equally by the entire School of Education and University staff.

Conclusion

We believe that the School of Education will have a far greater opportunity to meet the minority recruitment and retention goals set by the Faculty Senate (6-1/2% students of color) when it hires more faculty of color. Additionally, this faculty of color must span all departments throughout the University. Morton (1982) argues that predominantly White colleges and universities must make a concerted effort to retain minority students, and those in leadership positions must address both the financial and social needs of these students by increasing minority faculty and staff. He further states that university presidents, deans, program developers and coordinators should encourage a social climate within institutions that reflects and supports ethnic diversity. Moreover, Morton maintains that these university officials should reexamine existing practices and policies that might have a discriminatory effect. We believe that a coordinated involvement of faculty and staff in the recruitment and retention of minority students, a reexamination of existing policies, and an establishment of new policies inclusive of minority values must be implemented throughout the university.

A coordinated involvement of faculty and staff in the recruitment and retention of minority students must be implemented throughout the university. Also, the School of Education must increase the minority coordinator office staff. Instructional programs should also provide a multicultural perspective so that all students can completely feel a part of the education process. The University must provide more financial packages and these packages should not penalize students because of their residency. Finally, we strongly encourage the University to develop a social climate that says to students of color: this is your University and your School of Education, too.

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An Analysis of the Teacher Education Program at the University of Cincinnati

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According to the "Eight-Function Model for Minority Student Recruitment and Retention," the analysis of a teacher education program system begins with an examination of all aspects and constituencies of the teacher education process including the public school student population, the community make up, and the characteristics of the institution. Initially, the level of participation of minorities in teaching should be studied and the need for increased participation documented. Other aspects to be examined during the first stage of the analysis include program entry requirements, retention requirements, graduation and certification requirements, and the effect of these "system requirements" on minority enrollment. The impact of other programs on campus such as requirements in the College of Arts and Sciences, activities in the Student Affairs Office, and procedures in the Financial Aid Office should also be studied. The information gathered during this part of the analysis will help to set the stage for the activities conducted when implementing the Eight-Function Model for Minority Student Recruitment and Retention.

Members of the College of Education at the University of Cincinnati have reflected upon the relationship between our past, present, and proposed activities related to minority recruitment and retention and the elements of the Eight Function Model. This paper will describe the teacher education program (TEP) system at the University of Cincinnati and relate several operating decisions of the past seven years to the elements of the analysis recommended by the Model.

I. The Level of Participation of Minorities in Teaching

Fewer minorities are applying to teacher education programs than in the past. Many educational programs leading to occupations and careers that historically were not readily open to minorities now actively recruit capable minority students. These opportunities coupled with what some describe as poor working condition, low pay, and the deteriorating image of the public school teacher (Perkins, 1986) have undoubtedly contributed to the growing decline in the number of minority applicants to teacher preparation programs. The racial and ethnic composition of America's teachers reflect a consequence of the decline in the number of minorities entering teaching. According to the American Association of Colleges for Teacher Education, Blacks represent 16.2 percent of the children in public schools, but only 6.9 percent of the teachers; Hispanics represent 9.1 percent of the children in public schools, but only 1.9 percent of the teachers; Asian/Pacific Islanders represent 2.5 percent of the children in public schools, but only 0.9 percent of the teachers; American Indians/Alaskan Natives represent 0.9 percent of the children in public schools, but only 0.6 percent of the teachers; Whites represent 71.2 percent of the children in public schools, but 89.6 percent of the teachers (AACTE, 1981). According to the November, 1984 edition of Education Week, minority representation in the nation's teaching force was about 12.5 percent in 1980 and could fall to 5 percent by 1990.

Correspondingly, minority enrollment in colleges of education during the past ten years, nationally and at the University of Cincinnati, has declined significantly. Enrollment of undergraduate Black students in the University of Cincinnati's teacher preparation programs peaked in 1977-78 at 14.4 percent and steadily declined to 6.2 percent during the 1986-87 academic year.

II. The Need for Increased Minority Teacher Preparation

The administration and faculty of the College of Education at the University of Cincinnati were well aware of the declining number of minority applicants and students in the early eighties, but the significant question for consideration here is, "How did the 'system' operating in the College of Education at the University of Cincinnati respond to the declining enrollment of minorities in teacher education programs?"

Looking back, the College, and especially teacher education programs, faced a number of difficult problems at the beginning of this decade. State subsidies to support the University, and hence the College, were reduced resulting in budget cuts of 1-3 percent per year. New standards for teacher education had been approved by the State Board of Education and were being implemented resulting in numerous changes in our programs and the pressure of preparing for a State accreditation visit. Our programs were also due for an accreditation visit by NCATE whose standrads were different from those of the State. Our overall enrollments were declining and, in addition, the percentage of minority students was decreasing. The situation looked bleak. The "system" response was to conduct an "audit" to get a firm handle on our goals, aspirations, resources, and needs. The audit required six months to cmoplete and was conducted during the 1982-83 academic year. The need for the College of Education to actively address the issue of declining minority enrollments was clearly evident at the end of the audit, but so too were the needs to improve the basic skills of students in our teacher educatioin programs, to function with a smaller "real" budget, to revise the program offerings of the College to better match the demands of the market place as well s to take advantage of the strengths of our faculty, and to increase the scholarly productivity within the College so that our "status" in the University might improve.

Clearly, the problem of declining minority enrollments was recognized, but the response of the "system" was limited by other problems which existed at the time. The system could not address all of our problems at the same time and, while minority recruitment and retention was considered important, priority for the 1983-85 time period was given to restructuring the budget, reallocating resources, and revising or developing programs that would help the college achieve its academic goals.

III. Policies and Practices for Minority Recruitment, Admission, and Retention

The system's response to the problem of poor basic skills among some teacher education students was to recommend a basic skills test which students would have to pass prior to being placed for student teaching. The Pre-Professional Skills Test (PPST) became required for students pursuing teacher certification in the University of Cincinnati's College of Education in 1983, a decision that

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escalated concern about the dwindling ethnic minority population and the potential effect of the test requirement on that population. The College Senate sponsored a series of meetings to discuss the issue and faculty were split on the merits of testing basic skills, some fearing that the cost would be a further decline in the number of minority students. Many faculty questioned the cultural fairness of the PPST while others lamented our insensitivity to the decline in minority enrollment. The system responded by requiring the test, but with a commitment to work with students who failed the test and to give greater attention to minority recruitment and retention.

By 1984, the budget picture had improved and several difficult program-reduction decisions had been made. The system was ready to actively address minority enrollments. After many discussions with faculty committees, the Dean decided to create the position, "Assistant to the Dean for Minority Recruitment and Counseling." The perceived importance of improving minority recruitment and retention was evidenced by the creation of the new position and the administrative level assigned to it. The position was officially approved by the University in May 1986, and our first Assistant to the Dean for Minority Recruitment and Counseling was appointed in September 1986. The job description, Figure One, makes clear the nature of the position and the qualities desired of the person filling it. The qualifications for the Assistant to the Dean position include:

- teacher certification with at least three years of successful teaching experience in the public schools;
- knowledge about the types of communities where recruitment activities would be conducted;
- ability to establish ongoing relations with the Urban League, NAACP, and similar organizations; and
- possess at least a Master's degree in a professional education or academic specialty.

Obviously the College had high expectations when the faculty and administration agreed to this position description! Fortunately, we found there were individuals who met these criteria, were committed to the goal of increasing the number of minorities in the teaching profession and were willing to work within our teacher education program system to achieve this end. One of the first activities of the new Assistant to the Dean was to submit a plan for improving minority recruitment and retention. The proposed activities became part of our "system" when the College agreed to support the recommendations.

The importance of having a person who is responsible for addressing minority recruitment and retention cannot be over emphasized. Within a system like ours, when these responsibilities are assigned to everyone, they really belong to no one.

Recruitment Activities

Several recruitment approaches and efforts proposed at the University of Cincinnati may be generally useful. One of the most successful sources of minority teachers is the local community which needs more minority teachers. That is the place where the future teachers are. Since recruiting from afar has not achieved

Figure One
Assistant to the Dean for Minority Recruitment
Job Description

The person filling this position reports to the Dean of the College of Education and is responsible for:

- developing a successful minority recruitment effort for teacher preparation that extends into such settings as secondary schools, churches, youth and social service organizations;
- preparing funding proposals to support minority recruitment;
- maintaining liaison with University Admissions Office and with the Office of Minority Affairs;
- consulting and collaborating with College faculty to facilitate success of students in academic difficulty;
- coordinating remediation support for students requiring assistance to make up academic deficiencies or overcome academic difficulties; and
- editing a college newsletter that goes to alumni twice a year.

Experience in higher education is desirable but not essential.
Additionally, candidates must be:

- committed to rigor and high academic standards as an essential criterion for membership in the teaching profession;
- a self-starter, capable of divergent thinking in the development and fulfillment of responsibilities; and
- be resourceful in working with organizations and social networks.

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the desired results, a local program is recommended to attract more local Black and other minority persons into the teaching profession to serve the needs of the local community. School districts can provide critical support by publicly stating that a higher ratio of minority teachers is vital to the future well-being of the district. College's of education and school districts should develop coalitions and partnerships with local industrial, business, civic, and social organizations to identify future minority teachers. This effort should not stop at the identification level, but continue through career activities and provide grant and scholarship funds to get minority students enrolled in colleges and universities to return to return to the districts as educators.[3]

The following activities have the potential to increase the number of minority candidates preparing to become teachers (Ohio Minority Recruitment Consortium, 1987).

1. Organize and anayze available data on minority recruitment and retention in Teacher Education Programs.
2. Conduct a statewide study to determine which high school districts and community colleges have significant minority student enrollments.
3. Schedule meetings with school district personnel (e.g. superintendent, director of guidance counselors, certificated personnel administrators, principals and teachers) to generate support and establish a joint plan to

generate interest in teaching. For example, organize Future Educator Clubs - first, in the high schools, then expand to the middle schools.

4. Identify an administrator from the school district to accompany the university representative when visits are made to district high schools to plan Future Educator Clubs.
5. Conduct an audit of potential minority candidates.
6. Establish an ongoing relationship with the Director of Education for both the Urban League and the NAACP. Convince each to feel a civic responsibility for working with the university to empower the minority community to want to help address the problem.
7. Meet with the black ministerial alliance to elicit support.
8. Design a power with response cards to attract minorities into the teaching profession. Mail posters along with a letter of appeal to:

    - predominantly minority churches, community organizations and businesses
    - high school and community college counselors
    - English, Science, Mathematics Department Chairman and faculty.

9. Design a recruitment postcard to attract minorities into the teaching profession and mail to all minority high school juniors and seniors, prospective minority transfer students, and minority college students pursuing major fields of certification in Secondary Education.
10. Establish linkages with historically Black institutions that do not have teacher education programs, if geographically feasible.
11. Develop media releases describing the purpose and proposed activities of the College of Education's minority recruitment office and send to the city's major newspapers, and to minority newspapers, magazines, radio and television stations.
12. Send a special letter of appeal to minority faculty teaching in the middle schools and high schools to entreat their ideas and assistance in generating an interest in teaching among minority students.

While these activities may increase the number of applicants, prospective students must be admitted to a teacher education program if the under representation of minorities in the profession is to be overcome.

Admission Requirements for First Year Students

The Admission requirements for entering freshmen in the College of Education are as follows.

1. Graduation from an accredited high school generally in upper one-half of class
2. Sixteen units made up of high school courses in:
    English . . . . 4 units

College-preparatory Mathematics	3 units
Science	2 units
Social Science	2 units
A Foreign Language	2 units
Fine Arts	1 unit
Additional units of above	2 units

3. An ACT composite score of at least 15 or the equivalent SAT score

Candidates are advised to apply early. Tentative admissions are granted on the basis of six semesters of high school work for students in the top third of their class and seven semesters for other qualified applicants pending submission of the complete transcript. Applicants whose high school credentials do not meet standards for admission to the College are notified promptly.

Alternative Paths: Admissions Requirements for Transfer Students

Students who are not eligible for admission due to their high school record are encouraged to enroll in the pre-education program at one of the University's two-year colleges and to transfer into the College of Education after completing the Associate Degree. Transfer students from other colleges and universities can be admitted to undergraduate programs of the College provided they are in good standing with the institutions they previously attended. In general, prospective transfer students from two-year institutions must have a 2.75 (on a 4.0 scale) or better grade point average, or an associate degree with a 2.50 GPA if they wish to transfer. Prospective transfer students from baccalaureate colleges and universities must have a 2.50 or better grade point average to be eligible for admission. Transfer students, in most instances, must possess the same unit requirements (taken either in high school or college) that are required for entering freshman.

The restrictions in our admission policy affect a larger percentage of minority students than non-minority students. Standardized test scores, grade point averages, high school ranks, and completion of a greater number of "academic courses" favor non-minority applicants. The alternative routes have provided some flexibility, but more attention to strengthening the academic credentials of students before they graduate from high school would be helpful. The TEP system, while concerned about increasing the number of minorities, continues to place a high priority on admitting "academically" qualified students and the indicators of academic quality currently employed frequently do not favor minority applicants. We need to influence prospective minority teachers early in their high school years (or before) so that appropriate courses can be taken and needed skills can be developed.

Policies and Practices for Retention

As a matter of university and public policy, colleges of education and universities should give priority consideration to providing academic support and financial aid for Black and other minority students pursuing careers in education. In the University of Cincinnati's College of Education, the Assistant to the Dean for Minority Recruitment has implemented the following activities:

- collaborated with the Chief Operating Officer in University Foundations to establish a College of Education Minority Scholarship Endowment Fund;
- used the direct marketing approach, the College, with the assistance of University Foundation, hopes to generate sizable funding from College of Education alumni;
- administered a $25,000 Minority Scholarship Fund which is used to make scholarship awards and meet emergency needs;
- coordinated and implemented an orientation program for minority students entering the College of Education;
- coordinated the College of Education Minority Mentor Program which matches graduate minority students with entering undergraduate and graduate minority students in an effort to increase minority student retention. Graduate students serve as role models, provide undergraduate students with someone in which to confide and motivate students to achieve academically.
- established networks between minority students needing academic support in specific subject areas and minority faculty with expertise in that subject area.

Enough time has not elapsed since these efforts were initiated to determine their impact. Previously, however, retention of minority students in teacher certification programs was a serious problem.

The granting of teaching certificates is a state function. However, in Ohio the initial certificate is based upon the completion of a state-approved teacher certification program and the College of Education has approved programs in Special Education, Early Childhood Education, Elementary Education, and several Secondary Education fields. Successful completion of our programs is contingent upon passing prescribed courses and completing various field and clinical experiences while maintaining a 2.5 grade point average. Because retention in the College if contingent upon 2.0 grade point average, we have several students who are in "good standing" in the College but are unable to progress through a certification program—they have GPA's between 2.0 and 2.5. Minority students are more likely to be among those affected by the 2.50 requirement than non-minority students because, as a group, minority students have lower grade point averages. There is no inclination among faculty who are responsible for certification programs to lower the academic standards (as indicated by GPA's). In the past, our system did not provide academic support to students whose grades were good enough to keep them in the College but prevented them from progressing through the certification program. The number of students who remained in this "limbo" for several quarters was a clear indication of the failure of our system. In addition, many of these students and others were and are prevented from progressing through a certification program because of poor performance on a standardized tests of basic skills.

As indicated earlier, the PPST test has been used since 1983 to diagnose the basic skills of students and to assure that students who are placed for student teaching have mastered reading, writing, and mathematics at an acceptable level. Again, minority students are more likely to encounter difficulty with this "filter" than are non-minority students. For example, for the three year period 1983-1986, about 20% of the non-minority students and approximately 40% of the minority students failed to pass at least one part of the PPST. These students' prior academic performance frequently suggested that they had severe academic problems. They generally had quite low ACT scores, had graduated below the middle of their high school class, and had a history of low grade point averages that frequently placed them on academic probation. In spite of the indicators of potential problems, they had been admitted to a teacher certification program through one of the alternative admission rouges. Program leaders frequently expressed the commitment not to recommend academically deficient students for certification and asserted that greater care should be given during the admission process. Our TEP system did not respond well to students who were caught in these academic filters; we advised students about the university courses and support services that might help or counseled them out of the program. The recent activities of the Assistant to the Dean for Minority Recruitment, listed above, represent more than lip service to the desirability of attracting academically stronger minority students and providing them supportive academic services that will enable them to successfully complete our programs.

Placement

In Ohio, the Association of School Personnel Administrators, an affiliated state organization of the American Association of School Personnel Administrators, has established the Ohio Minority Recruitment Consortium. The Ohio Minority Recruitment Consortium is composed of 20 personnel administrators from Ohio public school districts which have an aggressive commitment to increase minority employment. The Consortium was formed in 1983 as part of a Federal Court desegregation consent decree in one of the Consortium districts and receives funding from the Ohio State Department of Education and the Federal desegregation assistance center, as well as the participating school districts. As the Consortium begins its fourth year of successful actions focusing on the single topic of minority recruitment (Black and Hispanic), they continue to work very closely with College of Education representatives who actively attempt to identify prospective minority teacher education candidates for employment.

Conclusions

This analysis of the Teacher Education Program System at the University of Cincinnati addressed recruitment, admission, retention, graduation and placement of minority students. The need for greater numbers of minority students with better academic backgroupds was clear; even more obvious was that the single most significant step toward improving minority representation among our students was to create the position of Assistant to the Dean for Minority Recruitment and to fill that position with an energetic, assertive, and dedicated professional who had had experience recruiting minority students. As significant as this step was, our Teacher Education Preparation System was not able to act on it until conditions and events in the College were "right." Budget cuts, program reductions, and external accreditation caused delays in acting on the need to address declining minority enrollments in spite of a general consensus among faculty and administrators that we had a problem.

In systems like ours, ideas take time to become reality and new positions require time to have a measurable impact. The idea for a minority recruitment officer in the College was proposed in 1982, was discussed and debated off-and-on by various committees and groups for about two years before it was recommended to the Provost by the Dean in 1984, and was finally approved and built into the budget in 1986. The most significant activities initiated by the Assistant to the Dean for Minority Recruitment will likely not have an impact until the Fall quarter, 1988, and noticeable increases in the number of minority graduates will not likely occur until 1990 or 1992. Just as the TEP system required time to make the Minority Recruitment position a reality, the system must allow sufficient time for the activities of the Minority Recruiter to have an impact.

Meanwhile, admission procedures and criteria must be reviewed to assure that capable minority applicants are not rejected, and the efforts to support minority students after admission to the College must be continued. Finally, the College must work closely with public schools, external agencies and other groups to assure that minority graduates are placed in acceptable teaching positions.

Footnotes

[1] Perkins, Walter M., "Educational Reform and Teacher Shortages: New Career Opportunities in Education," Black Collegian, March/April, 1986, p. 114.

[2] American Association of Colleges for Teacher Education, "Minority Teacher Recruitment and Retention: A Call for Action," A Policy Statement of the American Association of Colleges for Teacher Education accepted by the Board of Directors, September, 1987, p. 3.

[3] Ohio Minority Recruitment Consortium, "Reasons and Methods to Increase Recruitment of Minority Teachers," a position paper presented by a standing committee of the Ohio Association of School Personnel Administrators (an affiliated state organization of the American Association of School Personnel Administrators) September 22-23, 1987, Columbus, Ohio.

PANEL B: *Specific Goals for Minority Participation in Teacher Education*

Donna Gollnick, Asscoiate Director, AACTE, Presiding

Goals for Reflecting Cultural Diversity in Teacher Education

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Any presentation on diversity, particularly cultural diversity, and how our teacher education programs should reflect cultural diversity requires a multiplicity of approaches, strategies and perspectives. Personally, I find it difficult to separate "reflecting cultural diversity" from some of the goals and objectives of multicultural education, inter-ethnic studies, heritage language and cultural programs and so on. One fact is clear: there is cultural diversity in the United States, and it is a positive and enriching phenomenon. We are talking about "additive" pluralism as contrasted with "subtractive" pluralism. Perhaps, finally, we are growing up and are realizing that pluralism is healthy, and that ethnocentrism is not. There is more than one world view, and we can learn from each other. Such is what education should be all about.

In preparing for this presentation a whole world of ideas crossed my mind, such as: why have such a conference? what is the problem?, what is reality like in teacher education programs (TEPs)?, why do so many minorities drop out? Finally, why do we as trainers of prospective teachers resist change? Initially, I started out by making an outline of goals and objectives (operating with my left brain). Then I became reflective as to the reasons for listing such goals and objectives for reflecting cultural diversity in TEPs and becoming more global (right brain). So, I made a list of assumptions I'm calling "Premises," which are then followed by goals and suggestions for implementing these goals. Hopefully, what I intend to share with you here is the result of a "pluralistic brain."

Another consideration: There is so much that we could talk about, and I only have 20 minutes. So, I hope that the items I have chosen provide some pertinent and useful data.

My presentation consists of the following four components:

A. Premises
B. Goals for reflecting cultural diversity in TEPs
C. Learning / teaching styles and strategies: implications for TEP programs
D. Implementing goals that reflect cultural diversity in TEPs
E. Conclusion

Actually component C, "Learning / teaching styles and strategies: implications for TEP programs," should be a part of components number 1 and 2. However, I have decided to treat it separately in order to highlight its importance and devote a little more discussion to this topic. Actually, it should assist in enabling the empowerment of minority students (Goal No. 1), and it should permeate Faculty and

Student Development (Goal No. 2).

A. Premises

1. There is a lack of cultural diversity in TEP, at both the faculty and the student levels.
2. Given the fact that in many instances the school (K-12) is largely comprised of minorities, there is a need for more teachers of minority background who can serve as positive role models. In fact, the trend leans toward a drastic reduction of trained minority teachers. While minority students are predicted to comprise more than 30 percent of the U.S. public school population, only 5 percent of the teaching force will be members of minority groups by 1990. In Florida, by the year 2000, the K-12 minority student population is expected to be 50 percent or higher, while we are only producing 5-8 percent minority teachers (Florida Education Standards Commission, 1987, Reisler, 1988).
3. There is an over-representation of minorities assigned to special education, and the dropout rate for minorities far exceeds that of the Anglo/dominant majority group (Ortiz and Yates, 1983; Hallman and Fradd, 1983).
4. Our educational system has failed to translate "educational equity" into reality, which is tantamount to subtle institutionalized racism that permeates the structure of our educational system (Cummins, 1987; Suzuki in Goodlad and David, 1984).
5. The concept of equal educational opportunity has been tied to the concept of the common school. However, even when all students, of all ethnic and cultural backgrounds, attend in common, the education they receive is not common for everyone. Thus, while we talk about democracy, freedom and equality, the social structure of the school promotes values which are antithetical to such ideals (Goodlad and David,1984).
6. In our attempt to "Americanize" and to assimilate people of all races, languages and cultures, cultural diversity in the U.S. is negatively regarded as being anything from a suspicious ideal to a dangerous cancer which must be erradicated.
7. The pedagogy and assessment found in our schools, and in our teacher education programs, are predominantly based on dominant (Anglo) group values, and as such are discriminatory to members of the dominated (minority) groups.
8. Approaches and strategies for counseling, as well as intelligence and ability tests, are based on dominant group values. Counseling minorities and across cultures requires different perspectives, ones that are not solely based on monolithic and ethnocentric standards (Hallman and Campbell, 1983).
9. As a result of the above considerations, members of the non-dominant group have a sense of frustration and futility of not being

wanted and of always being on the outside looking in. When they "decide" to attend the dominant group's school, they often drop out because of the above indicated considerations.

10. There is a lot of (recent) data on how much we need to know about teaching. The third edition of the Handbook on Research in Teaching (Wittrock, 1986) as well as the NCATE REDESIGN (1985) address issues which should serve as underpinnings to TEPs. A considerable body of literature exists on varying learning and teaching styles, and how cultural and sociocultural perspectives affect how students learn and faculty teach. Yet, it's easier to take the "easy street" and teach the way we have been taught.

B. Goals for reflecting cultural diversity in TEPs:

1. Empowering minority students

a. general considerations: Minority students are "empowered" or "disabled" as a result of their interactions with schools and with society. Because our educational system reflects the patterns and values of society, they tend to disable minority students, just as minority communities are disempowered by their interaction with societal institutions. Basically, we're talking about the "Haves" (dominant cultural group) and "Have Nots" (dominated cultural group), whereby the dominant group makes the rules for all to follow. Cummins (1987) has proposed that the interactions between the two groups are mediated by the implicit or explicit role definitions that educators assume in relation to four school variables. These variables reflect the extent to which:

- minority students' language and culture are incorporated into the institution's program,
- minority community participation is encouraged as an integral component of the educational program,
- the pedagogy promotes intrinsic motivation on the part of students to use language and experience actively in order to learn and to generate their own knowledge,
- the assessment becomes and advocacy for minority students focusing primarily on the ways in which students' academic difficulty is a function of interactions within the institutional context rather than legitimizing the location of the "problem" within students. Each dimension can be analyzed along a continuum, with one end reflecting an anti-racist orientation (which would require us to re-define our roles) and the other reflecting the more traditional Anglo-conformity (assimilationist) orientation. The overall hypothesis is that the latter orientation will tend to result in the disabling, both personal and academic, of the minority student (See Figure 1).

b. pedagogy considerations: The traditional pedagogical model found in schools in the United States, especially at the university level, is that of "transmission" of knowledge. That is contrasted with an "interactive/experiential" model which focuses primarily on reciprocol interactions between teachers and students. The latter is seen as more appropriate for collaborating with minority students at the higher educational levels. A central tenet of the interactive/experiential model is that "talking and writing are means of learning" (Bullock Report, 1975, p. 50). It's major characteristics (as reported in Cummins, 1979), in contrast to the transmission model are:

- genuine oral and written dialog between student and teacher,
- guidance and facilitation rather than control of student learning by the teacher,
- encouragement of student talk in a collaborative learning context,
- encouragement of meaningful language use by students rather than correctness of surface forms,
- a focus on developing higher level cognitive skill rather than factual recall,
- task presentation that generates intrinsic rather than extrinsic motivation.

Basically, we are talking about appproaches that empower students and encourage them to assume greater control over their own setting and their own learning; students who are motivated by their success to learn and to achieve more. They (minorities) then begin to feel that they, too, can achieve. Learning is thus viewed as an active rather than a passive process.

c. assessment considerations: The heavy emphasis in this country on true-false and multiple choice tests poses a problem for most immigrants and non-Anglo background students. Furthermore, the use of standardized tests as the only source for the determination of achievement and of assessment is detrimental to minorities. Despite legislation such as Public Law 94-142, the assessment process has remained, essentially, the same. Psychologists, teachers and university professors continue to test using their own, or standardized, instruments without considering the background of the student. If the student doesn't fit the standard, then he/she will be disabled. An "advocacy" orientation on the other hand would broaden the conceptual basis for assessment by taking into consideration the student's language and cultural background, as well as his/her sociocultural environment. It would seek to assist learning, and to empower the student rather than to punish him/her because he/she does not conform to the dominant group standard. It would seek a variety of ways to promote learning using a multiplicity of systems for the delivery of instruction.

d. a call for change: Changes in direction and in role function require:

  - that we first become aware of the disabling structures of our educational system, one that is founded on the dominant cultural group; it necessitates much more than a "band-aid" approach;
  - a willingness to change and a commitment to action. Talk without action is not change.
  - communication with the dominant, as well as with the dominated, cultural groups reflect multicultural and pluralistic patterns of behavior, that are not ethnocentric. Every time we behave, we communicate, be it verbal or nonverbal. If we are serious about our teacher education programs reflecting cultural diversity, then one of our primary goals should be a re-thinking and re-structuring of our programs so that minority students are empowered and can function on an equal level with majority students.

2. Faculty and student development: Basically, as I see it, the goals for any TEP in order to reflect cultural diversity in its program are those which are the goals of multicultural education, and include the following.

a. Students in TEPs should be helped to:
  - develop positive feelings and perceptions toward their own and other cultural groups.
  - overcome ethnocentrism, and gain an understanding and appreciation of cultural pluralism and democracy.
  - acquire knowledge of the historical and social realities of American society of its educational system and structure in order to increas their understanding of inequalities in our schools and in society at large.
  - learn how sociocultural factors influence learning and how to diagnose the learning styles and needs to students from different sociocultural backgrounds to maximize the academic and social development of every student.

b. Faculty members in TEPs should:
  - acquire knowledge of various approaches to teaching, including those that use dialogical and cross-cultural techniques to enhance and personalize learning and to create a more democratic classroom environment.
  - acquire the necessary knowledge and skills in human

relations for effectively managing a classroom of students from diverse sociocultural backgrounds.

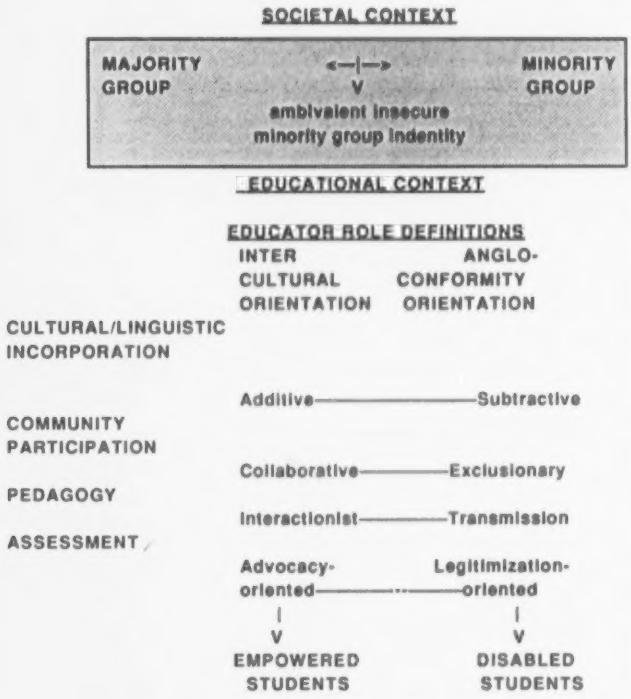
- help prospective teachers increase their academic achievement level in all areas, including skills, through the use of a multiplicity and a variety of instructional material and teaching approaches.
- help prospective teachers to internalize the fact that, teachers do not merely teach subjects; they teach people. Or better, they facilitate student learning and the development of a positive self-concept in a pluralistic society. Unless one wishes to maintain the status-quo, and explicity or implicity promote the disempowerment of minority students, one must be willing to realize that there is a deficiency problem in teacher education programs, and come to grips with the reality of the 1980's and of the years to come. One can no longer afford to ignore the cultural diversity that constitutes the essence, vitality and promise of this country. Not only should prospective teachers be adequately trained to empower minority students, but also those faculty members who train the prospective teachers should be trained in order to better serve the needs of this pluralistic society. Nothing short of such objectives will enable teacher education programs to retain minority students and to reflect cultural diversity in its program.

C. Learning / teaching styles and strategies: implications for TEP programs:

1. Problem In TEPs we teach about cultural diversity, learning styles, and the need for diverse teaching strategies and programs to meet the needs of minority students. Few TEPs, however, actually practice what is taught. Most TEPs tend to reflect the traditional hierarchical organization of the universities with which they are affiliated. Such an organization identifies the faculty as "superior," the transmittors of knowledge, and the students as "inferior," the passive receptors of knowledge. This hierarchical approach, also reflected in the lecture format of most university courses, is a dominant group value characteristic. One effect of this emphasis on the lecture format is that minority students' learning needs are rarely met.

If we are to truly reflect cultural diversity in our teacher education programs, then TEP faculty will have to learn how to teach to culturally diverse populations. Additionally, TEP faculty will have to learn how to teach TEP students how to learn by identifying and using the strategies and learning and teaching styles that are most appropriate for them.

What will be required, if minority student retention is to become a reality, is nothing short of redefinition of role function for faculty and students, one that will enable them to enter into a functional/


SOCIETAL CONTEXT
MAJORITY GROUP
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MINORITY GROUP
ambivalent insecure minority group indentity
EDUCATIONAL CONTEXT
EDUCATOR ROLE DEFINITIONS
INTER CULTURAL ORIENTATION
ANGLO-CONFORMITY ORIENTATION
CULTURAL/LINGUISTIC INCORPORATION
Additive——Subtractive
COMMUNITY PARTICIPATION
Collaborative——Exclusionary
PEDAGOGY
Interactionist——Transmission
ASSESSMENT
Advocacy-oriented——Legitimization-oriented
EMPOWERED STUDENTS
DISABLED STUDENTS

FIGURE 1 Empowerment of Minority Students: A framework for intervention (from: CUMMINS, 1987)

collaborative partnership. Unlike the traditional hierarchical approach to teaching and learning, the functional collaborative approach uses a horizontal interaction between teacher and student. The focus is less on roles and more on functions, shared power and responsbility, ongoing feedback, and greater involvement in decision-making by students. Thus, students, through active/collaborative learning and development of requisite skills and knowledge, will become colleagues with the teacher education faculty. By giving equal importance to TEP faculty and students, TEP faculty and students will work together to develop a program of mutual benefit and maximum practical value.

Several questions need to be asked for a functional/collaborative approach to be developed that truly reflects the cultural diversity of TEP students:

a. How is cultural diversity reflected in students?
b. How is cultural diversity reflected in the faculty?
c. How is cultural diversity reflected in the institutional structure?
d. How must cultural diversity in faculty and the institution be augmented to better mirror the diversity students bring with them?

2. Faculty and institutional structures:

Most faculty are white/Anglo-Saxon male. Even on faculties where female and/or minority professor are well represented, the white male faculty culture and experiences tend to dominate the institutional structures. The presence of this domination of values and culture is not the problem. The problem is rather the lact of awareness by the faculty—first, that such a world view exists, and second, if it is acknowledged, that the world view reflected in university organization and practices is not universal and is not necessarily the only way. Rarely, if ever, is it acknowledged that the world view reflected in institutional structures is only one example of potential alternatives, that other equally valid and perhaps more effective options exist. Yet without this acknowledgment, incorporation of students' cultural diversity into TEP programs will be difficult at best. To illustrate, research and reports by Hallman (1985)—based on Kluckholn (1976) and Condon and Yousef's (1982) work on cultural values orientations or how group members define themselves in relation to their environment and other group members — synthesizing research in education, psychology and anthropology has documented the following general cultural orientations in the America educational system: 1) lecture format common, 2) individual accomplishments emphasized, 3) individuals compete for grades and recognition, 4) direct teaching preferred, 5) symbolic/abstract learning valued especially in high school and college, 6) coursework and curriculum organized linearly, and 7) non-guidance or the expectation that each person is responsible for his/her own language once the material or procedures have been presented. Contrast this type of educational system with one that values group coopration, interdependence and interactive-experiential learning; is based on inductive or globally organized coursework and curriculum; and stresses facilitation of learning by the teacher rather than individual responsibility. The implications for possible misunderstanding for students moving from the latter to the former are great, yet this is just what we expect many minority students to do when they enter American schools.

3. Students:

Students bring with them a variety of culturally diverse values. One primary way these values are reflected is in the wide variety of learning styles the students have developed as members of cultural groups interacting with their environments.

Mullaily (1987) has classified this interaction into three primary groups when learning is required: understanding symbols, relating to people or social interaction, and reasoning patterns. These three groups are further subdivided into a total of 15 possible types of learning behaviors. Within any learning/teaching situation, only a fraction of the possible learning behaviors are facilitated.

In lecture, for example, listening/writing is the primary means for understanding symbols. While reading is used to decode symbols on overheads, listening is still the primary means for understanding what those symbols mean. In lecture the primary social interaction is authority centered. A professor lectures to the students or leads group discussion. Generally, definition or comparison/contrast are the primary reasoning patterns used to explain new concepts. Thus, in a lecture 4 or 5 of the possible 15 types of learning behaviors are facilitated. If students learn best by other behaviors, chances are that the lecture is not the most effective way to teach them, merely the most efficient.

Research by Lawrence (1983) on personality type and teaching and learning styles supports Mullally's research. Lawrence found that teachers tend to teach the way they prefer to learn. As a result, the learning styles and needs of students different from the teachers tended to go unmet. These findings held true from kindergarten through the university, with the variety of teaching styles and strategies represented being reduced the higher one went in school. Goodlad (1984) also supported the reduction in variety of teaching styles. From the fourth grade on, he found lecture to be the primary teaching style about 70% of the time. This figure increased in high school. Implications of teaching and learning styles for faculty and students:

a. Faculty must become aware of their own cultural values and biases.
b. Faculty must become aware of how these values and biases are translated into teaching styles.
c. Faculty must become aware of their students learning styles.
d. Faculty must be taught different teaching styles and strategies in order to better meet the learning styles of their students.
e. Faculty must be taught how to teach students learning strategies appropriate to college learning. Chamot and O'Malley (1984), for example, identified 28 learning strategies students need to know in order to competently direct their learning in diverse teaching situations.
f. Faculty must be taught to analyze the cultural assumptions underlying teaching situations and the learning demands placed on culturally different learners (Tikunoff, 1985;1986). By analyzing these demands, faculty can developmore appropriate and effective learning environments for all their students.
g. Faculty must learn how to help students analyze the learning

environment and enable students to become active participants capable of directing their own learning process (Metacognitive strategies, Chamot and O'Malley, 1984). By enabling students to direct their own learning, faculty will be giving students the skills the students will need once they are teachers to analyze their own teaching styles and to enable their students to learn to direct their own learning. One through seven above are based on the premise that students will never learn to meet the needs of culturally diverse students if they are only told—via classroom lectures and discussions—how to do it. They need to learn by participating in the process themselves. Art Combs, (October 1983) Keynote Speech: Phi Delta Kappan Homecoming Breakfast. Gainesville, FL: Gainesville Hilton. "Teachers teach the way they have been taught, not as they have been taught to teach." If we truly want to retain culturally diverse student teachers as well as graduate teachers who are capable to meeting the needs of culturally diverse students, then we must develop the TEPs that are grounded in the philosophy and behaviors we want our students to value and to practice. Only by example, by actively meeting the needs of our students will we retain minority students through showing them respect for who they are and welcoming them as colleagues and collaborators in the educational process. The choice is ours, as are the consequences.

D. Implementing goals that reflect cultural diversity in TEPs:
   1. Establishment of a program that empowers minority students and that truly promotes equal educational opportunity (access, education and career opportunities).
   2. Establishment of a support system
      a. institutional

         - area and language centers
         - interdisciplinary programs
         - exchange programs for faculty, student and administrators
         - forums, seminars that are student initiated and conducted
         - heritage activities
         - clearinghouse and resource center Example: The Florida Education Standards Commission Report (1987) recommends the establishment of such a center "for the collection and dissemination of information on effective educational strategies and exemplary practices as they relate to minority language achievement" (page 4).

      b. community

         - local, regional involvement in collaborative functions
         - business and industry

- networking: (1) Teacher education programs at other institutions Example: Through the funding of a three year research and teacher training grant at the University of Florida (U.S. Department of Education), a new research-based prototype teacher training model was developed and refined for the training of teachers who teach limited English proficient students and students from minority groups. Such a model, known as the Uiversity of Florida Functional/Collaborative Training Model, has as one of its key elements networking with other institutions of higher education, school districts, ethnic and cultural organizations, parents and community agencies. Networking also involves university faculty members in other disciplines such as area centers on and off campus. (2) Other colleges and programs in the same university (3) Community and business (4) Regional, state and national heritage associations and agencies (5) Professional organizations and agencie (6) Parents, extended family (7) State education agency (8) Other departments within the college (9) Local and area schools (10) Community colleges (11) Assessment/Research.

Internal and external assessment of recruitment and retention programs. This also involves the followup of TEP graduates in the field, in schools that have been "impacted" by minority students, and the determination of the degree of success of our teacher training programs relative to student achievement and empowerment. Such a follow-up is requisite to a continuous re-design of our TEP.

Feedback and re-design of recruitment and retention program and of pluralistic teacher education programs.

Engaging in on-going research of programs.

Continuous monitoring of programs.

E. Conclusion:

My concerns are not only with the recruitment and retention of minorities in teacher education, but with the very nature, attitude and structure of the educational system. Why would anyone who is not from the dominant cultural group, who made and still makes all the rules and on whose values the educational structure is based (in concrete?) want to change colors and feel disabled? The problem is the system; yet we tend to "blame the victim" and are dismayed relative to why they drop out or face severe adjustment problems.

We need to recruit and retain more minorities who can serve as positive role models for our nation's increasing non-dominant school age population. We must also, however, and even perhaps more importantly, recognize that "our" model, pedagogy and assessment need to be much more sensitive to other cultural perspectives. And, the sooner we utilize what we already know about varying learning and teaching styles, and really provide equal educational opportunities, the sooner we can stop merely providing lip service to our democratic ideals. The results will pay great dividends, enrich society, and value pluralism. Moreover, minorities will more willingly decide to participate in teacher education programs. In other words, let's concentrate on equity in our educational system first; the recruitment and retention of minorities should then increase.

While it is realized that there are other reasons for minorities not choosing teaching as a career, it is strongly felt that we need to make some basic changes in our educational system and in the message that we send to individuals from non-dominant cultural groups.

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Goals for Incorporating Multicultural Education into the Teacher Education Curriculum

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Responding to increased demands for equity in education for all Americans, many state departments of education and school systems as well as numerous accreditation agencies requires some pre-service, in-service and post-graduate training in multicultural education. As a result, many schools, colleges, and departments of education have scrambled to make sure they are "covered" in this area, at least on paper for periodic reviews. While there is commitment on paper as well as in the verbal sense in many programs, little evidence exists to suggest that effective implementation is occurring (AACTE, 1980). In fact, some evidence might suggest some state departments and professional organizations are in reversion (see new NCATE standards and new language in the Ohio Redesign Standards for Teachers Education).

The Reagan administration has seriously undermined the efforts of the sixties and seventies that were aimed at equity for all Americans by withholding financial support and fostering public opposition. Perhaps at a time when multicultural education is most needed, there seems to be a national decline in commitment and support for many programs aimed at confronting and hopefully eliminating human oppression, i.e., civil rights, sex equity, and opportunities for the underprivileged.

Historically there has been tremendous resistance to the implementation of multicultural programs by some education faculty. Many see multicultural education as related to the special interest of minority groups and not worthy of serious attention. Also, when talking with many faculty members, often their response is, "We don't have any minority students, so why bother with multicultural education?" or "Our curriculum is so full of important requirements we can't find a place for it in the curriculum." Problems have also resulted from defining the concept of multicultural education. Multicultural education seems to have as many definitions and interpretations as there are roads, trails, highways and streams in the United States.

Grant (1982) asserts that even the term "multicultural education" is misleading and suggests that "education that is multicultural" is better suited for all concerned. "Education that is multicultural" is defined as education which stresses through all the institution's processes and products, respect for an understanding of cultural diversity and individual uniqueness. According to this definition, cultural pluralism is the goal, and the curriculum areas are the conduits. Rodriguez (1984) believes that conflict in interpretation may be a problem of semantics and suggests it may be useful to review what multicultural education is not. Rodriguez states:

1. Multicultural education is not intended solely for schools with ethnic minority populations.
2. Multicultural education is not a course, subject, or separate program.
3. Multicultural education is not simply a recognition of contributions and holidays for ethnic groups.

4. Multicultural education is not aimed at training teachers to work with exclusively minority students.

Rodriguez goes on to define multicultural education as a concept to "assist in the training of teachers to accept, respect, appreciate and understand that there are differences in students within any classroom (e.g., cultural, ethnic, religious, linguistic, socioeconomic, and exceptional populations) and that all of us live in a pluralistic society" (p. 48). I believe that for the most part these definitions are quite similar in meaning. Thus, multicultural education is a concept which recognizes the diversity of culture in the United States and views diverse cultures as an important asset. Multicultural education values cultural pluralism and recognizes that each ethnic group in our ethnic mosaic has important cultural traditions that mark its identity. The basis for the rationale of multicultural education is the belief that all people must be accorded respect. This has not always been the case in American society; note the following excerpts from Carlson and Colburn (1972).

1. "Race is the controlling influence in the Jew, who for two millenniums, under every climate, has preserved the same character and employments"—Ralph Waldo Emerson (p.249).
2. "We must remember that we have not only the present but the future to safeguard; our obligation extends even to generations yet unborn. The unassimilated alien child menaces our children, as the alien industrial worker, who has destruction rather than production in mind, menaces our industry"—Calvin Coolidge (p. 301).
3. "I confess, if I were a missionary, I would prefer to try my hand in a country like China that has a history of two or three or four or five thousand years than to go to Africa that hadn't any history at all except that which we trace to the apes"—William Howard Taft (p. 57).
4. "I suppose I should be ashamed to say that I take the western view of the Indian. I don't go so far as to think that the only good Indians are dead Indians, but I believe every nine out of ten are, and I shouldn't inquire too closely into the case of the tenth. The most vicious cowboy has more moral principal than the average Indian"—Theodore Roosevelt (p. 1).

Not only were these views echoed by leading individuals in America, they eventually made their way into textbooks used in many schools, and similar views were printed on cultural diversity. An example used in a turn-of-the-century textbook in a lesson called "People" is described below:

> Men, women and children are called people. There are many different kinds of people. Some are nearly white. White people have the greatest amount of knowledge, and are the most powerful.
>
> Others are nearly yellow, and shave the hair from their heads, leaving only a long tail of hair hanging from the back. The Chinese and the Japanese are of this kind of people.

> Others are black and have woolly hair. They are called Negroes and are often employed as servants.
>
> Others are red or copper-colored. They are wild, and live in rude huts made of brush and skins. They live in the woods, many miles west from us, or toward the place where the sun sets. They are called Indians, and when white people first came to this country, lived where we now live. They generally feed upon wild animals and fish (p. 12).

I believe that excerpts listed above make a very powerful case for multicultural education for the pre-service, in-service and post-graduate educator. Cultural pluralism is an alternative to assimilation, and multicultural education is a logical vehicle.

An Increasing Need for Multicultural Education

As many states respond to increasing demands for "excellence" in teacher education programs, the prospects for minority teachers grow dim. The overall national response to these new demands has been the adoption of competency tests for teacher certification. The consequences of using these tests as the primary determinant for certification has been tragic for minorities, according to G. Pritchy Smith (1984):

> "The projected fail rates on teacher competency tests in Georgia, Louisiana, Florida, California, and Texas range from 65% to 96% for Blacks and 49% to 84% for Hispanics. In 1980, minority teachers constituted approximately 12.5% of the national teaching force. However, if the currently observable impact of competency testing continues along with normal rates of attrition, by 1990 less than 5% of the teaching force will be minority" (p. 37).

While no one, hopefully, would argue against competency in teaching, current trends raise some key questions as the number of minority educators shrinks—who and what type of educator will fill this void? What kind of preparation for ethnic and cultural diversity will they have? What are the implications for the future? Well over 85 percent of the national teaching force has been traditionally white.

Much of the conflict teachers face in multicultural settings is the misunderstanding and lack of knowledge of the culture that children bring to school. In 1982, 25 percent of all public school students were ethnic minorities (McNett, 1983). Many major U.S. cities are expected to be predominantly minority by the year 2000. Students now being trained to teach must be ready to work with ethnically diverse learners. In order to prepare educators for the future, colleges of education through the curriculum must meet the multicultural challenge.

How Can Colleges Meet the Multicultural Challenge?

At a time when public education is under constant criticism, perhaps more than at any time in American history, colleges, schools and departments of education are being asked to respond to challenges generated by numerous national commission reports and the Holmes group, Tomorrow's Teachers. Hopefully, as the reform movement in teacher education preparation takes place throughout the nation, multicultural education and "equity" will become top priorities. This does not seem to be the case in Tomorrow's Teachers. Grant and Gillette (1987) conclude that, "The social consciousness argued for in the Holmes report is one of the white middle class. Minority thought and scholarship are generally absent or given only token consideration" (p. 517).

I believe that schools, colleges, and departments of education (SCDEs) in planning for the reorganization of the training of teachers will need to pay much attention to multicultural curriculum content during the current reform movement. The planning for the new curricula should include "goals for incorporating multicultural education into the teacher education program."

General Goals for Making the Curriculum Responsive to a Multi-Cultural Society

1. SCDEs should have a published document which contains a philosophy that is supportive of multicultural education content throughout the curriculum. This philosophy should contain goals and objectives of the multicultural society. It would be difficult to effectively teach a curriculum with content that is multicultural without a philosophical commitment to a pluralistic and democratic society. Institutions should reflect this commitment in writing. Deans of SCDEs should take the initiative by promoting and insuring that such a philosophy is developed. An example of this kind of leadership occurred at Kansas State University (Harris, 1984). In 1979, the Dean of the College of Education formed a multicultural task force. Various faculty who had philosophical commitments to multicultural education and other members of the university comprised the task force. The task force had three major goals:

    a. To develop a working definition of multicultural education.
    b. To secure administrative support for its efforts.
    c. To plan a program of staff development in multicultural education leading to infusion of multicultural content into courses in the College of Education (p.3). As noted earlier, multicultural education has many conceptualizations and meanings. Step a. above should assure at least a clear definition of multicultural education at the college, school or department of education level and provide some direction for the curriculum content and change.

2. SCDEs should allocate resources, financial and human, for multicultural education curriculum development. A philosophical commitment without resources all too often is no commitment at all. Leadership, again, is important. All possible sources of resources, internal and external to the unit should be explored in terms of concrete steps, i.e., proposals for local, state, federal and college-wide resources, etc. Allocations should be consistent with philosophy.
3. SCDEs should have as a primary goal for the inclusion of multicultural content in the curriculum, a college-wide staff development program. Often, faculty in education respond negatively to multicultural education, particularly in their area of expertise. Many lack knowledge about

> human diversity, and few have multicultural experiences, yet these individuals are asked to plan for multicultural curriculum development.

At Kansas State (1979), this goal was accomplished by initiating activities that would bring multicultural education to the attention of the entire college. The multicultural task force sponsored programs, seminars and published newsletters with multicultural content. The programs emphasized basic concepts, issues, and emphasized research in multicultural education. After the task force created awareness of the multicultural society through various programs, the College of Education began a curriculum development project. The purpose of this project was to revise courses so that they would reflect a multicultural society. Programs that promote professional growth of all faculty and staff in multicultural education are critical to curriculum development.

Specific Goals for Incorporating Multicultural Education into the Teacher Education Curriculum Should Include:

1. Generating a process in which multicultural education will permeate the curriculum, reflecting cultural diversity in all subject areas.
2. Assisting all faculty members in the acquisition of knowledge of cultural experiences, historic and current, of diverse groups, and to recognized bias in instructional materials.
3. Involving culturally and racially diverse faculty in curriculum decisions affecting multicultural education.
4. Recruiting minorities into teacher education programs and hiring minorities for faculty and staff positions in the academic unit.
5. Insuring that concepts such as racism, prejudice, sexism, equity, oppression, stereotyping, etc., are included in the multicultural curriculum.
6. Guaranteeing that instructional materials such as textbooks, supplementary materials, new library acquisitions and media packages are multicultural in nature.
7. Insuring that other support staff, i.e., clerical ssistants, secretaries, janitorial workers, and others are familiar with the unit's philosophy on multicultural education and are given the opportunity to have input.
8. Generating evaluation procedures for assessing the extent to which the curriculum prepares students for living in a multicultural society.
9. Developing clinical experiences which mandate some sites be culturally diverse.
10. Developing an on-going process that will result in continuous review of the curriculum for multicultural education content.

The list of goals for incorporating multicultural education into the teacher education curriculum is not exhaustive; the goals support and encourage cultural pluralism in American society.

Although many professional associations, including ASCD, AACTE, and ATE have very clear position statements supporting multicultural education, implementation at the college program level remains a dominant problem. Until attitudes change that reflect sensitivity and commitment to multicultural education, the pre-service, in-service, and post-graduate educators will not be equipped to teach in a culturally pluralistic society. Responding to multicultural education means revising courses, philosophies, and retraining for many educators.

Appleton (1983) outlines a number of comprehensive goals for teachers in a multicultural society:

1. Teachers must acquire knowledge, understanding, and appreciation of the experiences and contributions of racial and ethnic minorities and women and men in American society.
2. Teachers must understand the nature of pluralism and inter-group conflict in American society and the basic causes of racism, sexism, and class inequality.
3. Teachers must develop a sound coherent philosophical and pedagogical rationale for multicultural education and acquire knowledge of the basic principles of designing and organizing a multicultural curriculum in all subjects.
4. Teachers must acquire knowledge and skills in identifying, evaluating, and using multicultural resources, including human and institutional resources in the community.
5. Teachers must learn how sociocultural factors influence learning and how to diagnose the learning styles and needs of students from different sociocultural backgrounds to maximize the academic and social development of every student.
6. Teachers must understand how their attitudes, values, and expectations can affect the motivation and performance of students, particularly those from sociocultural backgrounds different from their own, and how to transcend their sociocultural biases.
7. Teachers must acquire knowledge of various multicultural approaches to teaching, including those that use ideological and cross-cultural techniques to enhance and personalize learning and create a more democratic classroom environment.
8. Teachers must acquire the necessary knowledge and skills in human relations for effectively managing classrooms of students from diverse sociocultural backgrounds, including mediation of inter-ethnic conflicts.
9. Teachers must be able to help students increase their academic achievement level in all areas, including basic skills, through the use of multicultural materials and teaching approaches that are sensitive and relevant to students' sociocultural backgrounds and experiences.

With these goals in mind, teacher education programs could begin to introduce bonafide multicultural content into the formal curriculum. Colleges, schools and departments of education should assume the responsibility for making sure that their programs reflect the diversity of this nation. With the shrinking number of minority educators and increasing number of minority students, multicultural education should become a top priority.

Conclusion

Multicultural education presents a great challenge to teacher education programs. The current political climate promises a dismal future for the encouragement of multicultural education. The intellectual community, and more specifically teacher education programs, are being asked to respond to cultural diversity through the preparation of teachers. These programs must work hard to establish a valid multicultural education program. There is a huge discrepancy between what programs "say" and what they "do." Until there is legitimate commitment to multicultural programs in teacher education, the "game" will continue.

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Teacher Education Goals for Multicultural Education

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At the risk of over-simplifying what is in fact a complex issue, I would like to share with you my thoughts on the appropriate goals for establishing — and maintaining — a multiethnic teaching force. The primary goal in our efforts as policymakers is to establish and maintain a teaching force which is representative of our society. Such a teaching force would expose every student to the richness of cultures and races in America. I say establish because today many ethnic and racial groups are underrepresented in the teaching force. I say maintain because the short-term solutions we are pursuing — such as financial incentives and recruitment drives — are just that: short-term solutions, rather than lasting improvements.

The ideal education should mirror the best of our society. But today, that mirror is silvered by the under-representation of minorities in education. Most Americans recognize our educational system as a vehicle for individual advancement and development, but minorities — especially Blacks, Hispanics, Asian, and Native Americans — look to the nation's educational system as a vehicle for societal change. However, if minorities are to make substantial contributions to our society, or to foster societal improvements, they must become an integral part of its educational system.

Everyone agrees that societal change is as necessary today as it was 100, or even 20, years ago. Many of our nation's problems continue to be related to persistent educational and social (overarching) inequities. These inequities stem from a combination of racial and socioeconomic differences that are used to foster discrimination. Although these differences are not the source of the problem, misconceptions about these differences often lead to significant problems. Jimmy the Greek's comments about Black athletes are but one example of just how damaging this sort of misconception can be.

Children, who are our best hope for the future, should be taught to respect and appreciate one another's ethnic and cultural differences, not to ridicule or degrade them. And one way to accomplish this is to provide students with teachers who come from a variety of cultural and ethnic heritages. If a child is taught only by those who share his or her cultural experiences and perspectives, his or her potential growth as a student and as a citizen is limited. Similarly, if a child is taught by someone who has no understanding of the child's culture, the child will come to limit his or her own world. As far as I'm concerned, either kind of education is incomplete.

All children must be exposed to as much variety in knowledge and thought, and in cultural heritages, as possible. Only then will the next generation — today's kindergarteners who will graduate from high school in 2000 — be able to fully reach its potential, to realize the worth of all people, and help solve the problems of this and other nations.

Shaping a Multiethnic Teaching Force

America continues to be the melting pot it has been traditionally. In the next decade, our society will become even more heterogenous and, as you well know, by the year 2000 minorities will comprise one-third of our population. Business, industry, in fact all institutions that make this country work, will have to rely more on the abilities of its people of color than they have in the past.

Today, one-quarter of the nation's minority students are clustered in the nation's 20 largest school districts. Many school systems are minority/majority. Black, Hispanic, Asian, and Native American students constitute almost one-third of the public school population. In the meantime, however, only ten percent of the teaching force are minorities. This creates an unfortunate situation in our schools where minority students are not exposed to or encouraged by successful minority teachers who could serve as role models.

AACTE recently issued a policy statement on this issue: "Minority Teacher Recruitment and Retention: A Call to Action." The paper discusses a number of issues. Specifically, slightly more than 16 percent of students are black, but only 6.9 percent of our teachers are. Just under 10 percent of our students are Hispanic, but less than 2 percent of our teachers are. Similar ratios are in evidence for Asian and Native Americans: 2.5 percent of the country's students are Asian Americans, less than one percent of our teachers are. Less than one percent each of students and teachers are Native American.

We cite many reasons for this precipitous decline:

- Enrollment trends in four-year schools
- Expenses
- Pre and post program testing
- Other attractive career opportunities.

To meet our objective of establishing a multiethnic teaching force, we must face these difficulties head-on by:

- Improving the quality of instruction and performance at all grade levels and for all students, better preparing more of them for college.
- Making teacher education programs, and the teaching profession itself, attractive and accessible to members of minority groups.
- Providing financial incentives, such as loan forgiveness, for pursuing teacher education in college.
- Offering minority students and their parents positive images and encouragement through the presence of successful minority teachers in the nation's schools.

By following these steps and establishing a truly multiethnic teaching force, one which reflects the country's demographic shifts, all of our children — Black, White, Hispanic, Asian American, and Native American — will be given more of an opportunity to lead successful lives.

PANEL C: *Enhancing Community Support*

Emanuel J. Mason, University of Kentucky, Presiding

Discussants:

Judith James, Assistant to the Dean, College of Education, University of Cincinnati; Margo Bellamy, Alaska Education Association; Tee Bergman President, Fayette County Education Association; George Logan, Unit Director for Social Studies, Kentucky Department of Education; Hallie Evans, President of Delta Sigma Theta, Lexington, Kentucky

Editors Note: This session gave conference participants a chance to ask questions and discuss ideas with a panel consisting of professionals who were interfacing with their communities and university programs about education on a regular basis. Those impromptu discussions are summarized in this section.

QUESTION: We have beginnings of initial success working with LULAC (League of United Latin American Citizens). We are about to begin trying to make approaches to the Urban League and NAACP. Do you think this is an appropriate approach for organizations like this that have a national scope or are we better off working with local groups?

RESPONSE: I would say yes. It is the way to go and to form a working or collaborative relationship. It has been successful in Cincinnati over the past year.

QUESTION: What should be the role of fraternal organizations and churches in working with colleges of education to improve minority enrollments.

RESPONSES: The fraternal organizations and sororities I have seen are very concerned about this. I know in Fayette County we believe that role training and having a role model is necessary for our youth. There are people who believe that black people have not contributed to society. You can go to the public schools and there is no indication in the textbooks. It is almost as if Blacks have been purposely left out. The fraternal organizations can support the significance of the black teacher within the community.

I would like to make another point. I am very active in education. I work on a subcommittee in the Alaska Education Association which changed its name from Minority Affairs Committee to the Multi-cultural Committee. We are very concerned that we are losing teachers in Anchorage. We want to know what can we do as a public association to recruit students from high schools or colleges to become teachers. We want not only to recruit them, but also to retain them once they are in our district.

QUESTION: I heard you say earlier that parents of minority students in Cincinnati didn't particularly want their young men and women to go into teaching. From a personal perspective, I understand that we need a black role model in the schools, but aren't there other occupations that need minorities?

RESPONSE: I can see where parents would be interested in seeing their children have opportunities to do things other than teach, especially in pursuing those careers that tend to be more lucrative than teaching. I think that it is important that opportunities open for blacks to do things that they have not traditionally done. We need more minority representation in many professions. So, to answer

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your questions, I personally don't feel that we have reached a place in society where blacks can comfortably abandon the teaching profession. I think if there were better representation, we would have the opportunity to pursue other careers that historically have not been open to minorities. All things should be considered, but I don't think that the time is right now to focus on other professions.

QUESTION: What about social work? Are they facing the same problems in finding minoritiy students? Is this a problem across the whole spectrum of human services? Are they going into engineering, business and other areas that offer opportunities?

RESPONSE: A recent issue of the *Chronicle on Higher Education* had some figures on that. Generally, the minority students, as well as other students, are going into engineering and business. programs like dental hygiene and psychology are not getting as many minority applicants. Psychology enrollment, for example, remained steady over the years, and minorities in psychology remained constant also. Psychology and social work have a very active minority recruitment program. I was talking to some of our dental hygiene people last week about recruitment and retention of black students. Their situation is similiar to ours in teacher education.

Financial issue are important to consider. Classroom teachers should be making $23,000 to $25,000 as a starting salary and up to $45,000 after ten years. In business, they don't have to worry about lesson plans, overloaded classes, and taking home papers to grade. They have retirement plans, options to buy into the company and so on. This gives employees a sense that they are making an investment into the business. But teachers cannot buy into the school district. How can teachers share in their investment in education? In higher education we are telling studebts to keep their options open, to be marketable.

We in Florida conducted a study of teaching as a career. We surveyed 1% of the high school sophomores and seniors in the state of Florida. We asked a number of questions about teaching as a career, what kind of things would make it more attractive? Salary, of course, was no surprise as the first issue that the students identified. We asked the students to tell us how much they thought teachers are paid. The high school sophomores and seniors are saying that the salaries are too low, but the mean salary that they identified was in fact higher than the actual mean salary of the teachers in the state of Florida. So, these students said they were not interested in teaching as a career. There would have to be pay increases for them to consider teaching as a career.

COMMENT: Everyone is talking abut the money issue. You have to realize that a lot of good teachers are going into other professions because they lack the support needed to keep them in the system. They are not getting support from their principals, their schools, or their boards of education. Also, they need the support of parents, but parents turn their backs and are not getting involved. If you look at schools that are successful, you find the ones that have parental involvement.

COMMENT: I believe there are other reasons why students do not select teaching as a career choice. Based on a recent study, many students are not choosing teaching as we were forty years ago because students today are looking out for themselves. They are saying, "I'll do for you, but at the same time, you do for me." They are not commumity oriented, but rather are more concerned about themselves.

QUESTION: I have a question, and I address this primarily to representatives of the teaching associations. What would you like the universities to do and how would you want to participate in those issues?

RESPONSE: I'll be honest with you. I don't know if this is simply a problem here in Fayette County, but I think that the public school teachers and the university teachers do not communicate enough. We go to class at the university, but we don't communicate about the problems that we have in the profession. I think we need to start talking with each other. It is easy for one group to blame the other, but if we are not communicating, we aren't solving any problems. The second thing I think we need to do, and this is not to place blame, but I do think we need to start looking at how we train people, the relevance of what are we doing in our colleges of education and what we are doing in the schools, because we are turning off some people once they get into those schools. I would also like to hear from the universities about what we are doing, or not doing, as teachers to promote the training programs. It goes back to communication. I would also like to add that when you recruit students to come into your colleges of education, that you actively try to keep them there, to encourage them. You can use some of us teachers out there in the field to work with them and talk to them. I know that through our sororities and fraternities there is a great interest in this here in Lexington. If certain organizations are asked to help a student, they would send someone, or if an ex-student has a problem they would try to be of assistance. You can do that, not necessarily through the school systems, but by contacting the associations and sororities and fraternities. It would make the students feel that the institution has a genuine interest in what is going on with them and it would also help the organizations to provide assistance.

QUESTION: Now, I would like to ask the same or similar question to the Department of Education representatives. How would you see the Department of Education contributing to programs that would help the university to increase the number of minorities in teaching?

ANSWER: If we are talking abut money, I would have to say there is little flexibility in the budgets. But, I believe that a lot more can be done in this area. Currently, there is not enough dialogue between the department and the universities. Certification and changing certification requirements has to affect university classes. The university must get more money for colleges of education. Colleges of medicine and of engineering are spending, per student, what a college of education spends for twelve students. We cannot keep pace with the needs of modern society in that manner. Also, we need to examine what is happening in our colleges of education. I have some students who have had twelve years of social studies but have never studied geography.

QUESTION: Should we have lower standards and different criteria for admission for minorities? I'm not advocating low standards, but with all these cuts, can you produce better teachers?

RESPONSE: I think Martin Haberman, yesterday, clarified that very role. Do standards guarantee a better teacher? Teachers must have patience. They must know how to break down and sequence instructional material. We can't wait until the end of four years of college and then say, "This one can teach." We should get students into the classroom to observe and do something like assist a teacher during the freshman year. I've seen a young lady who said she wanted to be an elementary teacher, and she went through the elementary education program and found out there were little children with snotty noses and dirty pants, and she had to change them or do something else for them. She couldn't do it and never came back. We are going to have to let students experience these things at an early phase in their teacher education programs.

COMMENT: We are trying to strengthen our efforts. While we hear that there is a need for minorities to teach in the schools, prospective teacher education students are also hearing it in church, in personal mail, and over the black radio and TV stations. This publicity needs to be continued. Teacher education needs to find prospective teachers wherever they are and to start to generate some interest. We need to talk to parents and to get their support and understanding in our quest for minority students to enter teacher education. Can we come up with creative innovations? Can we lobby the business community to help the university with scholarships and other program support? I hope that we can come up with innovative ideas so that we can retain quality teachers. After we go through the trouble of recruiting and placing teachers, we have to show them something competitive to keep them in the profession.

PANEL D: *Develop Plan for Recruitment and Retention Program*

Mario Kelly, University of Nebraska, Presiding

Educating Alaska Native & Native Americans: A Cooperative Venture

Elmer Haymon, Jr.
College of Human and Rural Development
Department of Behavioral Sciences & Human Services
University of Alaska-Fairbanks

Need

The role of the public school system as it relates to Alaska Native students is an important educational issue in Alaska today. Much of the research on Alaska Native education has focused on rural students. Although, the urban Alaska Native student has received less attention than his village counterpart, data available on Native student achievement in the Fairbanks school system and the conclusions reached by the Fairbanks North Star Borough's Minority Students Concerns Task Force suggest that many of the problems and issues identified for rural Native students are equally applicable to urban Native students.

Fairbanks North Star Borough School District (FNSBSD) records indicate a 1984-85 Native student enrollment of approximately 1,000 school aged children in grades K-12. Fairbanks Native Association (FNA) and FNSBSD records show that at least half (500) of the students are failing or receiving D's in one or more subject areas. Additionally, a University of Alaska, Institute of Social and Economic Research study, published in the fall of 1984, indicates that one out of every four Alaska Native students drops out of high school before completion. This data from the FNSBSD points to poor academic success among Alaska Native students. Moreover, the problems in school (as measured by withdrawal rates) escalate as a student progresses through high school. From this data, it seems apparent that a serious academic problem exists within the FNSBSD for Alaska Native students.

The Minority Students Concerns Task Force of the FNSBSD placed an emphasis on the needs of Native students. The Task Force identified several concerns, summarized here, because they complement the outcomes of other studies on Alaska Native students, and observation and comments expressed by parents in a 1983 Fairbanks Native Community Needs Assessment conducted by FNA.

1. The drop-out rate, especially at the secondary level, is high.
2. Attendance problems exist in all twelve grades but are more common at the secondary level.
3. Students who enter the Borough School District from rural areas have more problems with achievement levels than do other students.
4. Low self-esteem is a problem among students.
5. Role models are often lacking.

FNA's interest in education for Native children is reflected in the 1983 needs assessment questionnaire. Questions about children and education represented 29% of all questions asked. Parents made a number of comments about the educational system. These included comments that the school district needs to teach more about Native cultures to all students, that academic improvement programs and services focusing on Native children should be emphasized, that parents need to be more involved in the school system, and that counseling for Native students should be available. A few parents also commented that teachers do not seem to care about Native students, and that Native students generally experience discrimination in school. Finally, there were comments that low self-image among Native students may contribute to poor academic performance.

The comments in the needs assessment were summarized as follows:

1. More parent/teacher communication.
2. Greater involvement of parents overall.
3. Bilingual education and education about Native culture.
4. More Native teachers.
5. After-school Native activities.

The failure of Indian children to stay in school and to achieve performance levels equal to non-Indian children has been a concern of persons involved in Indian education for decades. In spite of efforts to reverse this situation, including major changes in organizational structures, curricula and federal program funds, statistics indicate that native students are still achieving at lower levels in school than non-native students. In Indian communities, where schools are locally controlled, the schools are still staffed primarily by non-Indians. (Mohatt and Erickson, 1981).

In these schools, beliefs in the "universal child model" is still shared by most teachers, counselors, psychologists, and administrators, who expect Indian children to act and learn like all other children. The external appearance of similarity between Indian and non-Indian children has influenced schools to look to teacher effectiveness training, effective and humanistic education, and behavioral management instead of models which include culture as an important factor in a native child's learning.

Sociolinguistic studies indicate cultural differences in the way teachers organize "classroom structures" which affect the participation of children in the classrooms. These differences in teaching style have been related to "cultural patterns" in the "community context outside school" rather than to "individual differences." These cultural differences have been called "invisible" culture and are "implicit rather than explicit." They reflect "aspects of social behavior that we do not think about consciously." Anthropologists have begun only within the last 20 years to systematically study the specific ways in which everyday social life is culturally patterned outside of conscious awareness (Hall, 1959; Goodenough, 1971; Frake, 1964; Wallace, 1970; Blom and Gumperz, 1976; Erickson, 1976). Until recently there has been little application of these perspectives to the study of teaching in classrooms" (Mohatt and Erickson, 1981, p. 106-107).

Mohatt and Erickson identify the following aspects of teacher and student behavior that "seem to be culturally patterned and to have special relevance for

Indian education" (p. 107):

1. The overall tempo of teaching.
2. The overall directiveness of teaching.
3. The structures the teacher uses to stimulate speaking.

Phillips (1972, 1974) studied classrooms and homes on the Warm Springs Indian Reservation in central Oregon. She discovered areas of cultural incongruity between participation structures in homes and at school. At school, the teacher attempted to control all activity, communicative and otherwise, much talk was addressed to her and she allocated turns at speaking. This incongruity resulted in conflict, and she allocated turns at speaking. This incongruity resulted in conflict and uncomfortableness in face-to-face interaction between Indian children and teachers.

If these "findings and interpretations that Phillips, Wax, and Thomas (1966), John-Steiner (1975), and Dumont (1972) report, generalize to other North American Indian communities,...such findings will have profound implications in understanding the Indian child's dilemma in school." Philip's interpretations explain the "silent Indian child" phenomenon often reported in the classroom"and provide at least a partial explanation for the generally low school achievement and high dropout rates among students in Canada and the United States." "Research in this area indicates that invisible cultural rules survive...long after the children lose their...language" and that "systematic cultural differences appear in classroom intereaction even when everyone speaks English." (p. 109).

Currently the Fairbank's North Star Borough School District has an enrollment of 13% Alaska Native/American Indian students and employs only 1.6% Alaska Native/American Indian staff of which only 1.2% are certified teachers. In order to address the problem, the School District and the University of Alaska signed a memorandum of agreement in 1983 which delineated the responsibilities of the District and the University for the implementation of a five-year pilot program for the certification of Minority School District Employees involved in educational functions. In this agreement the School District agreed to provide release time for pilot program employees to complete the requirements for teacher certification and the University of Alaska agreed to establish a program model which provided an appropriate format for these students, including courses on campus and regular State of Alaska correspondence courses to fulfill the 130 credit hour requirement for the University of Alaska Bachelor of Education degree.

Currently, there are seven students employed at the FNSBSD who are enrolled in this program. These students are employed full-time and attending classes part-time. In order to accelerate the process of certification, the School District has agreed to provide these students with one full year of release time with a guarantee of reemployment. However, financial assistance is needed in order to enable these students to terminate their employment and attend school full-time. In addition to financial assistance, support services, such as academic counseling, tutoring and peer and community support, are needed in order to insure completion of the certification process.

In addition to the students who are working in the School District as aides, there are approximately twenty Alaska Native/American Indian students who are currently enrolled in the teacher training program at the University of Alaska. These students could also benefit from a program offering counseling and support. Finally, developing an awareness of the need for Native teachers in the FNSBSD among elementary and secondary students in needed to continue the process of training and employing certified Native teachers.

Plan of Operation

The Fairbanks Native Association has developed this proposal in cooperation with the University of Alaska, College of Human and Rural Development, Teacher Training Program, and the Fairbanks North Star Borough School District, to address the issues cited above recognizing that it is imperative that Alaska Native people have the opportunity to participate fully in the educational process. The purpose of this project is to accelerate the process of training and placing Alaska Native/American Indian teachers in the classrooms of the Fairbanks North Star Borough School District.

The goals of this project are:1) the increase public awareness in the Fairbanks North Star Borough of the need for Alaska Native/American teachers, 2) to ensure that students enrolled in the teacher training program are able to successfully complete the program and receive teacher certifications, 3) to recruit additional students for the teacher training program, 4) to develop a plan with the FNSBSD for assuring placement of students who successfully complete the teacher training program in teaching positions in the FNSB schools, and 5) to conduct a follow-up research study to identify the factors which enable students to successfully complete the teacher training program.

Objectives

Objective 1

To present information on the need for Alaska Native/American Indian teachers to the 1,000 Alaska Native/American Indian students in the FNSBSD and to the Fairbanks community.

Activity 1 (A)

The FNA Coordinator will develop three one-minute video presentations showing an Alaska Native teacher in a bicultural classroom in a school in the Fairbanks North Star Borough School District. These videos will be shown as a public service through the local media.

Activity 1 (B)

The FNA coordinator will develop a series of discussions on career opportunities in education for Alaska Native/American Indian students to be conducted in the classrooms in grades K-12 in the FNSB schools.

Activity 1 (C)

The University of Alaska coordinate or will conduct six seminars on issues in Alaska Native Education. These seminars will be held on the university campus and will be open to the public.

Objective 2

To provide financial assistance and support services to 15 Alaska Native/American Indian students enrolled in the teacher training program.

Activity 2 (A)

The FNA coordinator will determine eligibility for and issue stipends of $345 per month to 10 students enrolled in the teacher training program.

Activity 2 (B)

The FNA coordinator will provide personal counseling and support on an individual basis as needed to 15 students in the teacher training program.

Activity 2 (C)

The University of Alaska coordinator will consult weekly with 15 students to monitor their progress and provide the necessary academic counseling and tutoring to ensure that they are able to successfully complete their coursework.

Objective 3

To offer an opportunity for participating as a student aide in a classroom in an elementary or secondary school in the FNSBSD to 10 high school students.

Activity 3 (A)

The FNA coordinator will recruit 10 Alaska Native/American Indian high school students to spend 6 hours per week as teacher aides in the FNSB schools.

Activity 3 (B)

The FNA coordinator will organize a monthly potluck/social gathering for high school students and university teacher trainees to share their experiences in the classroom.

Objective 4

To develop a process to facilitate employment of certified teachers in the FNSBSD.

Activity 4 (A)

The FNSBSD in cooperation with FNA will provide two in-service training sessions on culturally sensitive interviewing practices for principals. FNA in cooperation with the FNSBSD will conduct two workshops on resume writing and interviewing for teaching positions.

Objective 5

To conduct a research study to identify the factors which contributed to the successful completion of coursework by the students who were given assistance through this project.

Activity 5 (A)

The University of Alaska coordinator will conduct weekly interviews with the students to record their progress throughout the school year.

Activity 5 (B)

The University of Alaska coordinator will obtain student evaluations of classes, instructors, and of the teacher training program.

Overview of Minority Recruitment and Retention at Land Grant Institutions

Ivan Banks
University of Kentucky

The United States is the most pluralistic nation on Earth. Hailed by some and scorned by others as the great melting pot, this nation is comprised of a seemingly endless array of human groupings which are clearly distinguished by ethnic and/or national origin. The teaching force of the American schools however, does not reflect — even remotely — the diversity of the nation as a whole. While this general lack of diversity in the teaching force is not a new phenomenon, it does appear to be more profound today than even a decade ago. Last year, at the first national conference, Jennifer Friday of the Southern Regional Education Board, reported that the percentage of black school teachers dropped from 12.5% of the total in 1970s to 6.9% by 1986. Teachers belonging to all other non-white ethnic groups in 1986 made up only 3.4% of the total teaching force in public schools. Further, Friday informed conferees that if current trends continue, the percentage of black and other minorities will amount to only 5% of the teaching force by 1990. At the same conference, Donna Gollnick reported that the dramatic declines just described, occur at a time when the number of minority school age children is increasing. The inverse relationship is startling inasmuch as minority children are expected to make up more than 37% of all school age children by 1990 (Gollnick, 1987). This sharp increase in the number of minority children enrolled in public schools is most notable in the Southeast and Southwest where minority children are expected to become the majority of children enrolled in the public schools in the next decade.

The shrinking pool of minority school teachers is in sharp contrast to teacher education enrollment patterns at Land Grant institutions. Our own survey of these institutions revealed significant increases in the number of teacher candidates over the past five years. These increases are due, however, to the apparent return of older, nontraditional white students entering undergraduate programs and graduate programs leading to initial certification.

While the Land Grant institutions have initiated numerous reforms and recruitment programs that have increased overall enrollments in teacher education, these efforts have not encouraged minority students to seek teaching as a career. Furthermore, the failure of teacher education programs to increase the pool of minority public school teachers is as prevalent in traditionally black colleges and universities as it is in the predominantly white counterparts. The former, once heavily relied on to increase the pool of black professionals in general, have had serious problems over the past few years. At one time, for example, Black colleges and universities produced more than 50% of all Black school teachers. Over the past five years, however, these institutions have experienced drops in both enrollment and in graduation rates; inasmuch as, 60% and 30% respectively.

For this conference, another survey of the Land Grant institutions was undertaken. The purpose of the survey was to gather information on enrollment and on planned/implemented minority recruitment and retention efforts. Thirty-one of the 109 institutions listed in the Directory of the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges responded. These institutions currently enroll a total of 25,386 undergraduates and 22,242 graduate students in teacher education programs. Minority students at these institutions account for 6.7% and 6.8% of undergraduate and graduate enrollments, respectively. To assess the extent to which minority enrollments reflect the trends alluded to previously, respondents were asked to provide enrollment data for school year 1982-83 and school year 1987-88. Only 14 of the 31 institutions provided enrollment data for both school years. The 14 however, enrolled a total of 21,117 teacher education students in school year 1982-83 and 24,099 in school year 1987-88. Consistent with the national trend, minority enrollment dropped from 9.6% in school year 1982-83 to 7.0% in school year 1987-88. The figures from these schools clearly underscore the need to take concerted and sincere steps to attract blacks and other minority group members into the teacher profession.

An overview of recruitment and retention efforts shall comprise the remainder of this presentation. This overview was compiled from responses to a request for descriptions of minority recruitment and retention programs/activities. In general it was learned that twelve of the 31 teacher education programs had no formal program implemented or in the planning stages. Of those with formal programs, 14 made use of personal contacts and two utilized the Educational Opportunity Program to recruit minorities into teacher education. Four institutions reported that recruitment and retention were enhanced by the formation of student support groups while 11 reported the inclusion of extensive academic support services and advisement programs.

The more specific programs described next are based on information provided by respondents who consented on the questionnaire, to making public, their programs' efforts. By state and institution, they are as follows:

Minnesota: The College of Education at the University of Minnesota has established the Education Student Affairs Office (ESAO) to coordinate activities aimed at minority high school and transfer students. ESAO staff members, worked in cooperation with university admissions to identify and recruit minorities interested in teaching as a profession. These staff members also work with the Martin Luther King Center, a support program for minority students in the college of liberal arts, to identify potential teacher education students. In the Fall of 1987, the College of Education created a student affairs position with responsibility for developing a comprehensive recruitment plan, coordinating information resources, and building networks within the university to facilitate recruitment and retention.

Graduate student recruitment is coordinated through the Graduate School's office of Equal Opportunity and the individual departments. The College itself, will take on a greater role in recruitment as it is currently in the initial stage of developing a comprehensive plan to attract graduates for post - baccalaureate programs. In addition to the work of professional staff members just described, the college encourages the active participation of education faculty to refer and recruit strong candidates for the undergraduate and graduate programs. Faculty members nominate students for scholarship programs and the departments of Vocational and Technical education and Home Economics have been particularly active in referral and grant programs for students. To help with retention, the college maintains the registration and student progress unit. Staff members in this unit monitor student progress and encourage students to utilize centers, faculty contacts, advisors and the Office of Minority and Special Student Affairs.

Missouri: At the University of Missouri-Columbia, two minority graduate assistants help with recruitment. An alumni network is maintained and advisors for FTA organizations recommend prospective students for teacher education. Personal contacts are made by current minority students, alumni and an assistant dean. Once admitted, new students who choose to participate, are assigned to an education ambassador in the peer mentoring program. Small groups of minority students are taken to lunch by an assistant and a dean, a minority graduate student, and two or three ambassadors. These informal interactions provide opportunities to make students aware of the variety of campus support services as well as the personal interest and support of the dean's offices. In addition to the efforts just described, faculty members make phone calls and send personal letters to encourage enrollment and invite minority students to visit the campus. Funds are available to defray travel expenses and financial aid in the form of scholarships and graduate assistantships are also available for minority students.

North Carolina: The University of North Carolina-Raleigh reports a steady increase in the number of minority students largely due to the efforts of the Coordinator of Recruitment/African American student advisor. The percentage of minority undergraduates increased from 3.3% in school year '82-83 to 8.1% in school year '87-88. Graduate enrollment also increased from 12.9% to 14.5% over the same time period. In addition to handling all scholarship information, this coordinator visited some 80 high schools each fall to talk with students and school counselors. This staff person works with faculty advisors and monitors student progress and holds mid-semester conferences for students experiencing academic problems.

Kentucky: The University of Louisville, College of Education has established a formal recruitment program for minority students and has assigned, part-time, one faculty member as an advisor. A full-time professional staff member is also assigned to coordinate the program , which includes faculty involvement in pre-admission seminars, study groups, clinics, and advisement.

Tennessee: Peabody College of Vanderbilt University offers six full scholarships for minority doctoral students who meet admission criteria and can demonstrate financial need. Plans for extending this scholarship program to master's degree students are currently being considered. In addition, the Vanderbilt Graduate School awards Compton Fellowships to Black students; fellowships funded by the

Danforth Foundation. The fellowships are awarded on a competitive basis, carry a stipend of $9,200 per academic year, and in addition provide for tuition and fees.

Washington: The Univeristy of Washington (Seattle) uses the Education Opportunity Program as part of its recruitment strategy. EOP money is allowed for programs that provide extra help and services to marginally qualified disadvantaged students. The College of Education distributes a brochure through the Seattle School District, the Seattle Urban League, the EOP and the university ethnic studies programs. The College receives more applicants than it can admit but all minority students who meet TEP admission criteria are accepted. The college reports that because of its high admission requirements which include a minimum GPA of 3.06 and a minimum CAP score of 200, minority students who enter education programs are well prepared, and therefore, retention is not a problem. For the current school year, minority students comprise 7.9% of the undergraduate, and 10.7% of the master's and doctoral level enrollment.

Illinois: The College of Education at the University of Illinois-Urbana-Champaign also utilizes the campus-based Education Opportunity Program in its recruitment efforts. In addition, the college participates in the Presidential Award Program, a program providing financial aid to minority students with outstanding qualifications. The two programs provide retention services which extend beyond financial aid and include tutoring, advising, and other special activities.

Recruitment and retention falls under the auspices of the Graduate College Office of Minority Student Affairs. This office coordinates financial aid, advisement, and some special activities. The College of Education participates in the CIC and GRE programs and works with the Office of Minority Student Affairs on recruitment. First year fellowships with second year guaranteed support, are also available to minority students who meet admission criteria and achieve GPA needed for retention in the various programs.

North Dakota: Brochures from the University of North Dakota suggest a strong university-wide commitment to the recruitment and retention of Native American students, many of whom pursue teaching as a career. For the present school year Native Americans comprise 2.1% of undergraduates and 9.1% of graduate program enrollments. Faculty involvements include participation in two funded projects—Project IDEAL and Bilingual Education Program. Faculty are also involved in the Native American Student organizations and other campus activities for Native Americans.

Maryland: The University of Maryland, College Park, reports that education faculty members are involved in recruitment visits and interviews. College advisors provide intensive counseling/advisement to all minority undergraduates, review schedules, and records, and maintain personal contact with students on a regular basis. The college is currently planning a recruitment/training program for minority teacher candidates in cooperation with a local school district.

Virginia: At Virginia Tech, a pilot partnership program is currently being developed to provide scholarships and academic support to students in the 10th grade. This is a cooperative endeavor which involves the VT college of education, the Roanoke City Public schools and the Roanoke community. More information will be provided as it becomes available.

New Mexico: The University of New Mexico College of Education has a formal recruitment and retention program for school year '87-88. These initial year efforts are directed at on-campus students and involve contacts to students through letters, open houses with education faculty and deans, follow-up with individual applicants and test-taking preparation for the PPST. Retention efforts principally involve one-on-one advisement and support through proposed faculty, staff and upper division student mentors who hold regularly scheduled informal meetings with minority students. Faculty are encouraged to serve as mentors for Black, Hispanic, and Native American students as well as work with the other university-wide recruitment efforts which are statewide. Enrollment status suggests that University of Mexico efforts will probably concentrate more on retention than on recruitment as minorities make up 22% of undergraduate teacher education and 12.5% of graduate enrollment. Many enter programs but do not, for a variety of reasons, complete the course of studies.

Massachusetts: At Harvard Graduate School of Education, recruitment involves working closely with minority alumni and current minority students, organizing receptions for minority students across the country, and attending conferences sponsored by minority organizations. In addition, minority support groups have been formed and personal contact is maintained through the application process. While there is no formal retention program as such, the college does provide for peer and faculty advisors, some remedial help programs and a bureau of study council.

Nebraska: The University of Nebraska (Lincoln) is in the early stages of developing a comprehensive minority recruitment and retention program. Steps already taken involve the funding of a full-time academic advisor/minority retention and recruitment coodinator, and a 1/2 FTE of faculty member to coordinate faculty activities. Further, the university has established the Community Advisory Council on Minority Affairs, provided support to ensure adequate minority faculty/staff representation of college fairs and exhibits, and established a minority scholarship program. All enrollment activities are handled by faculty and a multi-cultural awareness workshop for all college teachers is provided once each year.

PANEL E: *Prepare for Installation of Recruitment and Retention*

Glen R. Avant, Presiding

Implementation of Plan for Recruitment and Retention of Students in Teacher Education

Glen R. Avant
Emory University
Atlanta, Georgia

Emory University has made strides in minority student enrollment. In 1979, 209 of 8,037 Emory students were black (3.6%). In 1983, 422 of 8,326 students were black (5.1%). In 1987, 632 of 9,168 students were black (6.9%). In keeping with Emory's overall effort to recruit and retain minority students, the Director of the Division of Educational Studies at Emory University appointed a Recruitment Committee in September 1986 and began reorganization of the departmental staff to incorporate a professional administrative position. These changes allowed a more concentrated focus on aspects of recruitment and alumni relations. The new position also facilitated sustained attention to the results of recruitment such as responding to an increased number of inquiries and a greater demand for teacher placement. It also enabled the department to give particular attention to Minority Recruitment and Retention.

The recuitment committee established a list of prioritized objectives with primary attention to recruitment for Emory's Master of Arts in Teaching degree (Intern program) and to Minority Recruitment . The committee also decided to seek recruitment support funds available through the Graduate School of Arts and Sciences, which were appropriated.

Subsequent to funding, the information regarding the First Conference for Recruitment and Retention of Minority Students in Teacher Education sponsored by the University of Kentucky at Lexington was received. The request for funds was revised to incorporate the 1987 conference into the annual recruitment plan, and travel plans were adjusted accordingly. A representative of the department, Glen Avant, was sent to the conference, and upon returning she made a report to the Education faculty and sent a written report to Graduate Dean regarding the proposed recruitment and retention model. The model was designed in work sessions by conference participants and incorporated suggestions from many experts in the field of recruitment.

The Director of the Division of Educational Studies (DES), appointed a DES Minority Recruitment and Retention Committee that developed a plan for the Academic year (AY),1987-88, following the plan which originated from the Lexington conference—identifying barriers, solutions, strategies, and person(s) responsible:

Addressing each barrier as to how DES can have some effect this next year, the following suggestions were agreed upon:

Minority Recruitment and Retention

BARRIER	SOLUTION	STRATEGY	PERSON(S) RESPONSIBLE
Recruitment			
A. Identify pool from which to recruit	The pool for recruits should be comprised of minority teachers who are already in the Metro area schools	To identify prospective graduate students: DES person will ask principals to recommend an outstanding teacher who is suitable for the program.	Each faculty member Field supervisor Coordinator
		(2) Get list of teachers from content coordinators of Atlanta area system (i.e. Reading Coord. from Gwennett, Math Coord. from Fulton). Faculty will select a name from list to approach (visit, write, call, etc.)	Faculty Field Supervisor Coordinator
		(3) Present students will recommend & approach fellow teachers	
B. Receive Adequate scores on GRE	Recommend to students to take GRE prep courses.		Faculty Recruiting person
	Offer GRE prep course through Evening at Emory.	Call May Cobb Bugg to see what is presently offered. Encourage the course if active; offer a plan, if not, activate.	Director Coordinator Reading Center
C. Receive finacial assistance to meet rising cost of degree	Use TAG	Inform student	Faculty, Supervisor Coordinator
	Larger allocation from Graduate School	Proposal to Graduate Dean	Director
	Loans, scholarships specifically for minority and area of study	Publicize available loans	
	Grants from foundations	Grantsmanship	Faculty
Retention			
A. Be a part of a social network; eliminate feelings of isolation.	Provide appropriate orientation.	(1) Have reception in Fall which provides information on each faculty and introduction to other graduate students.	Director Coordinator
		(2) Faculty take turns being host for a year. (Ex. reception at home)	Faculty
		(3) Provide handbook for organization/faculty research	Graduate School
	Be more aware of problems of part-time students.	Keep curriculum library and computer lab open longer & on week-ends	Director, Faculty, Grad. assistants
B. Have appropriate role models who take time to discuss special problems	More Structure and clarity in advertisement	Faculty provide time; encourage mentorship	Faculty
	Offer Course: Socialization in Academic World	(Regular channels)	Director Faculty

Summary of Recruitment Activities for DES 1986-87:

1. Printed programs for mailouts and handouts for DES office MAT, M.Ed., DAST, Ph.D.
2. Designed/Printed MAT brochures—1000
3. Designed/Printed Education Leadership brochures—1000
4. Designed/Printed blue flyer of Certification Programs—500
5. Designed/Printed gold flyer of MA program—50
6. Travel—contacted 31 different colleges and gave each a set of MAT programs.
7. Minority Plan: Attended Recruitment and Retention Conference. DES Committee to attend to problems and solutions of minorities. Designed a plan with suggested strategies and responsible persons
8. Sent letters to Emory department heads with 175 MAT flyers
9. Sent letters to 1981-84 DES alumni with 3 flyers and GRE times
10. Copied and distributed information on Congressional Teacher Scholarship from Georgia Student Finance Authority.
11. Initiated GRE Preparation Course (Oct. 1 - Nov. 19, 1987) Wood Smethurst teaching through Evening at Emory DES Graduate Student helping.
12. Alumni Reception—Faculty Dining Room, April 30, 1987
13. Began work on DES Newsletter. Immediate results of the plan and effort indicated a 23% increase in 1987 Summer enrollment over 1986 Summer. Of the Education student body 13.08% was Minority during 1987 Summer Semester. A Teacher Education Minority Enrollment survey was taken for the AY 1987-88 at Emory University. Total institutional headcount enrollment indicated16.68% of the student body are Minority. Black students comprised 6.89% of the total student body and 7.58% of the Education student body. Asian/Pacific Islander students comprised 2.27% of the total student body and 1.37% of the Education student body. Hispanics, Native Americans, Alaskan Natives, and "Others" made up the remaining much smaller percentages in both the total student body and the Education student body. Continued focused efforts, plans and commitment of institutions such as Emory University to the recruitment and retention of minorities in teacher education will effect (and avert, if possible) the minority shortages in teaching.

Statement of Goals and Objectives for 1987-88

In keeping with the Division's Mission Statement the recruitment and retention goals were selected:

A. Continuation of recruitment efforts for the MAT-Intern program;
B. Extension of recruitment efforts to focus on Ph.D. leadership program;
C. Concentration on recruitment and retention of minorities for all program;
D. Identification and recruitment of prospective M.Ed. and D.A.S.T. Externs who work in metro-Atlanta schools with predominantly black student populations to enable student teacher placement in such schools.

The objectives and supporting activities formulated the following priority list for 1987-88:

Objective/Activity	Specifically Related to Goals Above
1. Disseminate GRE information—Dec. 12 and Feb. 6 administrations for Summer admission April 9 and June 4 administrations for Fall admission	All **
2. Offer GRE Prep course through Evening at Emory Oct. 1 - Nov. 19 Feb. 11 - March 31	All **
3. Copy descriptions of all programs and send out to inquirers	All **
4. Continue use of all prepared flyers and brochures	All **
5. Make contacts with Atlanta colleges Spelman, Clarke, Morehouse, and Morris Brown to talk to advising professors and seniors regarding MAT-Intern program	C **
6. Travel in-state to liberal arts colleges without MAT-Intern graduate programs (Brenau, Ga. Southwestern, LaGrange, Wesleyan, Mercer-Macon, North Georgia,Toccoa Falls, West Georgia) targeting graduating seniors	A
7. Send Avant to U. of Kentucky Conference, Jan. 17-19, "Recruitment and Retention of Minority Students in Teacher Education"	C **
8. Telephone and mail letters to people Avant contracted last year to "keep in touch" and give additional information	A,C **
9. Send letters to recommenders of current MAT students — "Thank you" and suggest other candidates	A
10. Send letters to Emory Department heads and ask them to post and circulate flyers on our intern program to department members who advise seniors	A
11. Print attractive brochure designed to help recruit teachers; for teacher recruiters to aid in the career decision-making process	A,C **
12. Replenish MAT-Intern brochure	A
13. Meet with current Externs and Community teachers to ask their help in recruiting fellow teachers	B,D
14. Use print media and **Emory Wheel** to inform community and students of teacher shortage, education reforms, Emory's involvement in the Holmes Group, and the MAT-Intern program — story with pictures—interviews with faculty & students	A
15. Send "text ads" to professional newsletters to promote programs; e.g., NCSS	A,B,C **
16. Host a guest speaker meeting on critical education issues in fall and spring with small reception afterwards; invite teachers in metro-Atlanta area	B,D
17. Plan reception for faculty, students, alumni during Alumni Weekend (Sept. 1988) to promote our programs	All **
18. Postage for alumni letter—include a tear out sheet for those interested in graduate programs	B,D
19. Send letters to 1985 seniors and interns enclosing appropriate flyers & GRE alert about Extern and Leadership programs	B,D

20. Distribute Leadership brochure B
21. Atttend some principal meetings for 5-minute talk on Emory's Leadership programs (L-5, L-6; L-7) emphasizing our particular interest in recruiting teachers in schools with large minority populations B,C **
22. Design/Print brochures for Educational Studies research degrees—B.A.; M.A.; non-certification DAST & Ph.D. B
23. Participate in Career Planning and Placement Day, Oct. 14; send appreciation gift to Lila Adair for taking personal day from work to recruit A,C **

Explicit Plans to Increase Applications from Qualified Minority Candidates

** Thirteen of the 23 activities above strongly emphasize DES efforts to recruit minority applicants.

*** A model designed last year organizes DES' recruitment and retention of minority students.

INSTITUTIONAL PREPARATION FOR IMPLEMENTING A MINORITY RECRUITMENT PLAN IN TEACHER EDUCATION: CASE STUDY OF NORTHERN ILLINOIS UNIVERSITY

Laura E. Frankiewicz
Coordinator of Recruitment and Alumni Relations, College of Education
Northern Illinois University

The field of education, and more specifically, teacher education, has been the target of a great deal of criticism with regard to the quality of preparation of future teachers. Subsequent wide-sweeping reform has followed in the wake of this criticism. Improvement of teacher education has been championed at both the national level and state level. The majority of the states have enacted some type of legislation in order to affect the quality of teacher preparation in their respective states. In this respect the state of Illinois is no different. The Blue Ribbon Committee on the Improvement of Teaching as a Profession in Illinois, a committee composed of leading educators from all areas of public education in the state, has made a number of recommendations to the Illinois State Board of Education and ultimately to the state legislature. One of their recommendations relates to the need to increase the number of minority teachers currently hired by the Illinois public schools. Their specific recommendation is as follows:

a. "Develop and seek funding for a comprehensive plan directed to enhancing the overall academic success of minority students and attracting increased numbers of minority students to the teaching profession.

b. Encourage and assist local school boards to actively recruit and employ *minority teachers.*"

The Blue Ribbon Committee and other educators recognize the urgency with which these recommendations must be carried out. Among the many compelling reasons to act swiftly and decisively are the current declining rate of participation in high education by minority students, a reduction in the number of minority students choosing education as a career, the current low levels of representation of minority teachers in most school districts. For example, according to the recent ACE Sixth Annual Status Report, Minorities in Higher Education:

- Black and Hispanic higher education participation rates have continued to decline since 1976, even though their high school completion rates have increased significantly.
- Education is no longer the most frequently chosen degree field for minorities at the bachelor's level. As of 1984-85 it had slipped to third after business and the social sciences.
- While the percentage of minority students in elementary and secondary public schools has increased, the percentage of minority school teachers has decreased.
- Most states with high proportions of minority publlic school enrollments have minority teachers in proportions well below the minority enrollment. (pp 1-2)

These alarming facts combine to form a dismal forecast for minority children who deserve to be taught by appropriately integrated teaching staffs, in the short run, and have even more profound implications for our country in the long run. Therefore it is incumbent upon each member in the educational partnership to do its part to rectify this serious situation. In the case of decreasing interest and participation in the field of teacher education by minorities, teacher preparation institutions have begun to reaffirm and re-examine their role in minority recruitment. The following is a description of the Northern Illinois University's College of Education effort to develop and implement a minority recruitment plan.

Nothern Ilinois University: An Institutional Portrait

Nothern Illinois University is a large multi-purpose institution which serves the northern portion of the state. It is considered "The University of Northern Illinois". Its service region comprises the sprawling Chicago metroplex area which includes the rapidly growing DuPage County area noted as Illinois' Research and Development Corridor. With a student population of 23,000, NIU is the second largest higher education institution in the state. From its origins as a normal school established in 1899, NIU has expanded to include five colleges, as well as schools of law and engineering, and grants degrees ranging from the bacculaureate to the Ph.D.. The majority of NIU's students are first generation college students. Black and Hispanic students are represented at a low rate: 5.4% for black students and 2% for Hispanic students.

College of Education Characteristics

The NIU College of Education enjoys a long and rich tradition of teacher preparation. From its early origins as a normal school, the college has grown to include four departments which employ over 200 full time faculty, the majority of whom hold terminal degrees in their field. The college confers over 600 degrees yearly. With respect to the student population, the college mirrors general university trends. Blacks and Hispanic students are represented in slightly lower proportions than generally found in the university. A survey of incoming students attending summer orientation programs indicated that 90% were female, with an average age of 21. Black students comprised 2.6% of the incoming students; Hispanics comprised 1.2%. Overall, the college has 4.7% Black students and 21% Hispanic students.

College Recruitment Efforts

In the face of decreasing student population, the college initiated a series of recruitment initiatives in 1985. As a part of this new recruitment thrust, a half-time position of College Recruitment Coordinator was established in January, 1987. This position, housed in the college's Office of Clinical Education and Student Services, has the responsibility for the coordination of all general college recruiting efforts and reports to the dean. The recruitment coordinator is also responsible for general alumni outreach and relations. The establishment of this postiton enables the college to centralize and prioritize recruitment activity. Early on, it became clear that one primary recruiting objective was to increase the enrollment of Black and Hispanic students. To that end, a number of steps have been taken. Strategies include general recruitment activities coordinated with the University's Admission's Office and specific college initiatives. A partial listing follows:

General Strategies

1. Increased college visibility through the expanded role of the college publication , *Education Reports*.
2. Close coordination of recruitment activities with Admission's Office minority recruitment counselors.
3. Increased contact with counselors from Chicago City Colleges. Hosted an articulation meeting with representatives from each in 1986. To be repeated in Fall 1988.
4. Participation in proposed university open house to be held this spring in downtown Chicago - targeted audience is Chicago high school students.
5. Annual hosting of Careers in Eduation Day at NIU. Targeted audience is high school community college students from entire service region including city of Chicago.

Specific Strategies

1. The dean, associate dean, and recruitment coordinator have worked with representatives of a Chicago area community college in an effort to apply for an Illinois Board of Education Cooperation Act (HECA) grant. The purpose of the grant is to establish a linking system between the two institutions for the purpose of supporting minority students in the transition from a commu-

nity college to a four year institution. Provisions for additional personnel to improve outreach and support are an integral part of the grant proposal.

2. In addition, the college has applied for a grant from Illinois Bell Telephone Company in order to establish an "adopt a school" relationship with one or more of the Chicago magnet high schools.

3. The college has established a modest scholarship fund. Two of the four scholarships to be awarded are earmarked for minority students.

Future Directions

At this time the college enjoys strong support for its activities from the dean's office. Unfortunately, the college's fiscal resources have been eroded dramatically as a result of the overall decrease in base budget funds experienced by all Illinois higher education institutions. Certainly this decrease of resources will limit some aspects of recruitment. Another barrier to recruitment and, more importantly, retention of minority students is the college's requirement that students pass the NTE Pre-Professional Skills Test (PPST) as an entrance requirement to admission to Teacher Education. As in the case of other testing initiatives, minority students at NIU are failing the PPST in a disporportionate number. Coincidentally, the state plans to implement widespread teacher certification testing as of July 1988. It remains to be seen what impact this action will have on the already too-small pool of minority teachers.

Initiatives in minority recruitment in the College of Education at NIU are in their infancy. Much work remains. NIU has the unique positon of being located close to Chicago as well as equidistant to three other cities with large minority populations; Rockford, Aurora, and Elgin. Certainly increased recruitment activity in these cities is warranted. Also, increased faculty activity and support for minority recruitment needs to be encouraged. More scholarships, like the new College of Edducation Scholarship Fund need to be made available to minority teacher candidates. Initiatives in graduate-level recruitment have yet to be addressed.

In conclusion, the college has made modest progress in its efforts to recruit Black and Hispanic teacher education students. A great deal more effort and resources need to be expended in order to increase the proportion of minority students to even a minimally acceptable level. But the college has charted an ambitious course of research and service, and has likewise committed itself to incorporating minority participation as a cornerstone of this fundamental plan.

Recruitment Programs at the Ohio State University

Paul D. Isaac, Associate Dean of the Graduate School, Ohio State University

I have been asked to discuss demonstrations and strategies used in the recruitment and retention of minority students at the Ohio State University. My position currently is in the Graduate School at Ohio State, although my home department is Psychology. Thus, the recruitment and retention strategies I have been most closely involved with are those directed toward graduate students. However, the Ohio State University, on a university-wide basis, has recently taken some actions which may be of interest and stimulate some discussion.

In Autumn, 1986, the University Provost appointed three task forces directed toward recruitment and retention issues: 1) Task force on black student recruitment; 2) Task force on minority student retention; and 3) Committee on retention of academically at-risk undergraduate students. The report of the first task force is complete. Interim reports have been submitted by the other two groups and final reports are being prepared.

Based on the reports received to date from these groups, the Office of Academic Affairs has drafted an "Action Plan: Recruitment and Retention of Black Students at The Ohio State University." This Action Plan was directed toward issues associated with black students because of the critical decline in black student enrollment and the relatively low retention rates for black students. A separate plan is being developed, focusing on programming for Hispanic students, and a new position to address programming for Asian-American students is being created in the Office of Student Life.

Background

It comes as no news to this group that blacks are seriously underrepresented in higher educational institutions in the nation, and further, that black representation has been declining. This is in spite of the fact that black high school graduates have been increasing. A report of the American Council on Education (1986) indicates that blacks in higher educational institutions at graduate and undergraduate levels had decreased by 3.3% from 1980 to 1984.

Specifically examining undergraduate enrollments, black enrollments decreased by 3.8% in the face of an overall increase of 2% between 1980 and 1984. Clearly, the proportion of black high school graduates pursuing college educations is declining relative to the proportion of whites. At the graduate level, the results are no more encouraging. Enrollments of blacks in graduate programs have declined, and in the past decade, the number of black students attaining a doctoral degree has declined by nearly 27%, according to a National Research Council report. For those of you attending this conference, these statistics are not new or surprising. We at Ohio State have not been immune to these trends.

Other studies have addressed reasons for these disturbing statistics: rising costs associated with declining financial aid, failure of urban schools, inadequate number of role models, reduced social and political pressure for affirmative action, adjustment problems unique to black students on white campuses, and problems directly related to racism.

Ongoing Efforts Directed Toward Black Undergraduates

I should point out that we at Ohio State have not been sitting idle for these years. We have an active Office of Minority Affairs which has a number of programs directed toward recruitment and retention: 1) Minority Scholars Program—involving financial aid, a parent-scholar orientation, and a minority scholars recognition program; 2) Freshman Foundations Program—involving recruitment of minority students, financial aid and developmental education; 3) Upward Bound—a summer program to build academic skills and introduce minority students to the campus environment; 4) High school visitation days program—65 Ohio high schools send students to the campus for two days; 5) College minority recruitment programs in collaboration with individual colleges within the university. Example: the Worth Extra Effort (WE2) Program in the College of Engineering includes activities at the high school level designed to increase the pool of minority high school graduates prepared for math/science based engineering program. In addition, a variety of activities are conducted by other offices around the university including a Developmental Education Program for incoming black students; programming for minority students by the Office of Minority Student Services; and a Minority Issues committee. A Black cultural center is beginning programming.

The Graduate School Program

The Graduate School at Ohio State has a long history of recruitment and retention programs for minority students. While black enrollments have declined somewhat from 7 years ago, they have remained relatively constant over the last few years. In a graduate student body of about 10,000 Ohio State has the largest number and proportion of black graduate students among CIC institutions (about 4.7%) and the largest populations of non-Asian minorities.

In the Graduate School, a variety of programs have been developed for recruitment and retention of minority students for graduate programs. In Table 1, I have listed a number of activities and programs developed in the Graduate School.

Table 1

The Ohio State University
Graduate School
Recruitment and Retention Programs

- Graduate School Fellowship Program:
  - Minority Fellowships
  - Special University Fellowships
  - Multiple year awards
- Summer Research Opportunity Program
- Recruitment grants
- Campus visitation program
- Name exchanges
- Traveling recruitment fair
- Recruitment workshops
- Summer fellowships for women and minority Ph.D. candidates
- Graduate and Professional School Visitation days (with OMA)
- Other

Each of these programs could be described in detail, but I will, note three of them. 1) The Graduate School sponsors a fellowship program in which approximately 100 minority graduate students are supported annually; 2) The Summer

Research Opportunities Program involves mentors and the student receives a $2500 stipend and the research for from 15 to 31 students in the first two years, with plans to expand to 60 in the coming summer; 3) The Graduate and Professional Schools Visitation Days Program annually brings about 300 Black and Hispanic students to campus for a 2-day campus program. The University provides room and board plus a travel allowance. The Office of Minority Affairs coordinates the program, with the cooperation of the Graduate School. Several other programs are listed in Table 1, and are largely self-descriptive, except for the amounts of money involved.

University Efforts

In spite of these efforts, the University has not been satisfied with the results. Undergraduate black enrollments have declined, although graduate enrollments have been relatively stable for a number of years after a period of decline. Further, the number of black faculty has declined. In 1983, the University introducted two notable programs: an Affirmative Action grants program to support research and demonstration projects directed toward minority issues and an Affirmative Action program to give monetary awards and recognition for outstanding contributions in the area of affirmative action. While these programs have been useful in stimulating interest in affirmative action, the statistics on enrollments and graduation have been discouraging. As a result, the actions noted earlier were taken which lead to the development of the Action Plan. In the remainder of this presentation, I will briefly outline this Action Plan.

The Action Plan

Table 2 contains a selective outline of the Plan, which is actually contained in a document of 67 pages, plus appendices. First, the Plan has several goals, which are paraphrased in the Table. In order to attain these goals, several specific objectives were defined, and a number of strategies were devised, both long and short-term.

A number of specific projects are described in the Action Plan. I have chosen some for illustration in Table 2 and will comment on a few of them. Under long term strategies, the Young Scholars Program is of special note. The Program involves contracting with promising young blacks in the Spring of the sixth grade. A formal agreement is signed which guarantees admission and financial aid at Ohio State if the student follows a college preparatory curriculum, attends summer workshops, and obtains satisfactory grades. The student is not obligated to attend Ohio State. Each young scholar will be sponsored by a community mentor who will provide a supportive relationship during middle and high school years and assist parents of the student with educational planning. Each summer, the young scholars will attend a two to three week workshop focusing on academics as well as career options.

Another program will involve the Black Alumni Society and the Alumni Association. The Society has established a four-year High School Career Counseling Program in cooperation with 66 Ohio public high schools. Yet another program coordinates visits of Columbus sixth, seventh, and eighth graders to the campus under the sponsorship of the Columbus City School's College Readiness Program. The Black Extension Center is currently developing a plan for recruitment and counseling. Several other components are involved in the long term plan.

Table 2

Action Plan: Recruitment and Retention of Black Students at the Ohio State University

Goals

1. Increase level of attainment of black youth in Ohio
2. Increase accessibility of The Ohio State University to black undergraduates
3. Create a diverse, supportive university environment

Strategies: Long Term

- Young Scholars Program
- Black Alumni Society and Alumni Association volunteer recruitment network
- College Readiness Office of Columbus City Schools
- Black Extension Center
- Other

Strategies: Short-term

- Increase OMA recruitment staff
- College contact teams for admitted student
- Continuing Education—adult blacks
- Admissions Office and OMA data base

Financial Aid
Retention
Faculty and Staff Recruitment

The short term portion of the plan involves several components as well. The Office of Minority Affairs recruitment staff will be increased. Teams of faculty and students will be formed to contact black students who have been admitted to the University. The Office of Continuing Education will increase efforts to recruit adult blacks. The Admissions Office and the Office of Minority Affairs will enhance their recruitment data bases to facilitate exchange of information for the recruitment of Black students.

There are other aspects to the program but this should give a flavor for the extent of student recruitment and retention efforts. Other major components of the plan involve developments of financial aid, retention strategies, and recruitment of black faculty and staff.

Obviously, the success of such an ambitious plan will depend on the cooperation and commitment of the university community. Much of this commitment will necessarily be voluntary. But, I would quote from the Plan which reads, "...accountability (of administrative leaders) will be insured through budgetary and salary reductions." Thus, there is tangible incentive for implementation of the Action Plan down to the department level.

Improving Minority Student Retention and Recruitment Programs in Teacher Education: The Bowling Green State University Model

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The decline in minority participation in higher education since its peak in the 1970's has been well documented. Total black undergraduate enrollment decreased by about 20 percent between 1980, when approximately 11 percent of all college students were black, and the 1984-85 academic year (Williams, et al., 1987). The trend is not limited geographic or confined to predominantly white institutions. It is national—and it is alarming enough to warrant reports in the mainstream media. These statistics can be found in the New York Times and Newsweek as well as Higher Education and National Affairs.

Ironically, while minority participation in post-secondary education has been declining, blacks and Hispanics have been graduating from high school in increasing numbers. High school graduates comprised 51.9 percent of the Hispanic and 62.4 percent of the black population between the ages of 18 and 24 in 1971. In 1985, high school graduates comprised 62.9% of the Hispanic population and 75.6% of the black population between ages 18 and 24 (Fiske, 1987). A decline in the number of minority classroom teachers parallels the decline in numbers of minority college students and is of equal concern among schools and colleges of education and teachers' organizations such as the NEA. The NEA's 1987 report, "Status of the American Public School Teacher," predicts that only five percent of the country's teachers will be minorities by 1997. The survey found the number of black teachers down almost one percent since 1981 (Cervantes, 1985).

At the same time, a recent report by the Education Commission of States and the State Higher Education Executive Officers found that minorities will make up almost 40 percent of all 18- to 24-year-olds by 2025. That means a minority population of nearly 40 percent in the schools in just a little more than 37 years.

Yet, the fewer numbers of minority students attending college and the fact that only a small percentage of those who do attend choose teacher education majors, mean that there will be few same-race role models for minority children in the public schools. Institutions wanting to confront the serious shortage of minority teachers must first confront the barriers minority students face in access to higher education and then interest students in the rewards of a career as an educator.

Minority students confront many obstacles in the path to higher education, not all of which are financial. Academic obstacles include exposure to less-challenging school environments and program offerings than white students generally receive; and less stimulating settings are not as likely to enhance the development of higher order cognitive skills and abilities (Darling-Hammond, 1985).

This case is strengthened by one of the authors' observations of relatively more-demanding classes (such as physics and chemistry) in urban schools. She finds that such classes rarely include even one black student. Colleges of education are in a particularly strong position to press for more challenging expectations for minority students because of their relationships with the public schools.

Nationally, schools and Colleges of Education are beginning to respond to the critical shortage of minority teachers. Financial incentives, relationships with urban high schools' Future Teachers Associations and summer enrichment programs for minority youth are a few of the responses. This presentation discusses the initiatives undertaken by the College of Education and Allied Professions at Bowling Green State University to modify its recruitment and retention programs to emphasize recruitment and retention of minority students. So far, success has been realized in attracting minority students to recruitment programs. Any such efforts should be developed from a consistent framework; in this case, the framework combines awareness of institutional factors with direct outreach.

Ideally, every college or university should have an institution-wide plan for recruiting and retaining minority students under which the college or school can operate. In the absence of such a plan, and for purposes of analysis, a college or school may consider itself as a unit under institutional factors and offer leadership in minority recruitment to the institution. The College of Education and Allied Professions has assumed just such a leadership role. The Assistant Director of Program Advisement, who is charged with minority recruitment, is often asked to consult with other departments or units as they develop programs.

Attention to these institutional factors evolved from an initial study and subsequent recommendations by Deb Kortokrax-Clark, Assistant Director of Program Advisement, 1983-86, and an ad hoc college committee on minority recruitment and retention.

Institutional Factors

1. Commitment to minority recruitment. One or more individuals must be specifically responsible for minority recruitment. In the College of Education and Allied Professions, the Assistant Director of Program Advisement is responsible for minority recruitment. The responsibilities comprise approximately half of the demands of this full-time, 12-month position.
2. Communication among individuals charged directly with minority recruitment. The Assistant Director of Program Advisement is a member of the College's Standing Committee on Minority Faculty, Staff and Students. Each department and the School of Health, Physical Education and Recreation is represented in the Committee's membership. In addition, the Assistant Director regularly attends the meetings of university-wide groups concerned with minority recruitment and fighting racism.
3. Recruitment efforts must be directed toward younger students. King, et al. (1986) examined several factors that influence a student's decision to attend a given institution. They reported that "one of the major influences

revealed in past research is the amount of personal contact received..." Other factors influencing student selection of an institution include impressions made by faculty who expressed a genuine interest in a prospective student and demonstrated competence and knowledge in his or her field (Knight & Johnson, 1981). It takes time to build influence and trust through personal contact, as well as to mitigate the negative influence of potentially unchallenging environments.

The College's two traditional on-campus one-day programs have been adapted to allow minority students to attend at least one program per year during each year in high school. Freshman and sophomore students may attend Careers in Education Day held during the spring semester. They meet in small groups with college faculty and current students. Juniors and seniors are invited to a Select Student Program during fall semester. The high school students spend the day attending classes and touring campus with a current College of Education and Allied Professions student. Letters are sent to current minority students, asking them to serve as hosts.

However, minority students must be contacted even earlier than high school. The College of Education and Allied Professions has undertaken the development of an academic and musical enrichment program for seventh and eighth grade students in collaboration with the College of Musical Arts and the Toledo Public Schools. The pilot program with Jones Junior High began spring semester of 1988. Thirteen students are enrolled in the program and will be eligible to participate until they graduate from high school. The university agreed to fund the pilot program and will seek external funding for continuation and expansion into 1988-89.

4. Availability of scholarships for minority students. Scholarships may be institution-wide or limited to the College. At Bowling Green State University, the College's renewable Minority Student Scholarships for Future Educators are awarded to two incoming freshman students annually, with the first being awarded in 1986. The recipients of these awards are often eligible for the university-wide Minority Achievement Awards as well.

5. Publications must reflect racial diversity. Prospective minority students must be able to picture themselves within the university environment. Publications which do not reflect racial diversity in a way that is realistic for the institution should be revised.

6. An atmosphere of multi-culturalism is cultivated. The College sponsored a Black History Month program during Spring Semester, 1987, and invited a prominent black educator as guest speaker. In addition, the College co-sponsors a variety of programs and lectures with the Office of Minority Affairs and the Department of Ethnic Studies. During Fall Semester, 1987, the College held its own conference, "Preparing Minority Students for Higher Education: Issues for Teachers and Counselors."

At the conference, awards for promoting racial justice were presented.

College faculty developed an ad hoc group dedicated to fighting racism. People for Racial Justice brings together students, faculty, administrative and classified staff in a monthly forum on racism. The Assistant Director of Program Advisement participates in People for Racial Justice. There are many possible responses to the six institutional factors in this framework. Each institution can bring its own creativity to bear in using the framework to confront institutional factors which may facilitate (or hinder) its own efforts.

Outreach Efforts

In addition to fostering an institutional climate conducive to minority recruitment, colleges of education must communicate their commitment to a variety of publics. Obviously, prospective students are the single most important target audience; however, prospective students are influenced by family and friends (Gorman, 1976) as well as teachers and counselors. Results of the College of Education and Allied Professions' 1986 Pre-Registration survey indicated that prospective students find relatives and friends more influential than teachers and counselors.

The College's outreach efforts are designed to address all of the opinion leaders who may influence prospective students. These efforts were refined during 1986-87 academic year, when all of the College's recruitment programs were reviewed and re-designed to emphasize minority recruitment.

1. Community networks: The College expanded its relationship with school administrators, teachers and counselors to include minority alumni, church leaders, community leaders and elected officials. Together, these groups form the College's community networks. Church officials and community leaderships were identified with the assistance of minority recruiters in the Admissions Office.

   Community network rosters were used to send information about all of the College's minority recruitment activities. Mailings included scholarship applications and registration forms for the purpose of nominating students to attend the Select Student Program. Previously, only direct mail to students was used to solicit program participants.

   Individuals on the community network roster were invited to serve as advisors to special programs. The president of the Toledo Alliance of Black School Educators assisted with the development of the Careers in Education program and agreed to serve as a panelist during the program. In addition, this resource person served on the College's Minority Scholarship Committee and suggested the College begin to advertise its programs in newspapers which would definitely achieve circulation in black neighborhoods of the Greater Toledo Metropolitan area.

   Although the community network roster includes individuals in Lima, Cleveland, Sandusky, Columbus, Dayton, Youngstown, Akron, Canton and Cincinnati, there is much greater representation from northwestern Ohio. The Toledo area is most heavily represented on the list because Toledo is the nearest urban area to Bowling Green (about 25 miles a way). Toledo has a metropolitan area of 1,015,400 and a black population of 103,500. Because of is proximity, it is feasible to invite Toledo area students to campus.

The College's concentration in Toledo is also bolstered by its relationship with the Toledo Public Schools. An urban student teaching center is maintained in one elementary school and one high school. However, the university as a whole is actively involved in recruitment in greater Cleveland.

2. Special Programs: The College conducts three annual on-campus recruitment programs, two for prospective students and one for community networks and opinion leaders. All emphasize contact among College faculty and students, prospective students, parents and others.

   The Careers in Education Day program is designed to meet the needs of younger high school students, and includes time for Future Teachers advisors from the Toledo Public Schools to meet and talk. High school freshman and sophomore students participate in a series of small-group seminars with faculty and current students. Topics include "What Teachers Learn in College" and "Salaries and Career Paths." This program was held for the first time in April, 1987. Community networks were used to solicit participants and Future Teachers advisors were contacted personally. Transportation was provided from the Toledo public high schools. There was no charge for the program, and parents were invited as well. Careers in Education Day drew positive comments from teachers, students, and college faculty. It was also an overwhelming success in terms of minority participation. More than 40% of the 48 attending were black (unfortunately, no Hispanic students attended).

   The second program to be revised, the Select Student Program, was held in October, 1987. This program included high school juniors as well as seniors for the first time. It also featured free transportation for students and parents from Toledo and a scholarship check-off box to waive the program cost if necessary. Prospective students spent the day with a current college student. In 1986, there was one black participant among atotal of 49. The revised program had 48% minority participation (of 68 attending). At least one minority student who attended each program has applied and been accepted to the university as a teacher education major for 1988-89.

   The third special program was originally designed to focus on guidance counselors but was expanded to included any interested individual in October, 1987. Approximately 70 persons attended the College conference, "Preparing Minority Students for Higher Education: Issues for Teachers and Counselors," in October, 1987. During the conference, the College presented its first awards for promoting racial understanding.

3. Direct Mail: The College continues its long-standing practice of responding to individual inquiries and purchasing the PSAT minority search list to correspond with students on it. Minority students who have an inquiry on file automatically receive scholarship applications and program invitations.

Minority Recruitment Framework
College of Education & Allied Professions
Bowling Green State University

Institutional Factors

1. Commitment of minority recruitment
   -One or more individuals specifically responsible for minority recruitment
2. Communication among individuals charged directly with minority recruitment
3. Recruitment efforts directed toward younger students
4. Availability of scholarships for minority students
5. Publications must reflect racial diversity
6. An atmosphere of multiculturalism is cultivated

Outreach Efforts

1. Community networks
   - a. School administrators
   - b. Counselors
   - c. Teachers and teachers' associations
   - d. Alumni
   - e. Church leaders
   - f. Community leaders/ elected officials
2. Special programs
   - a. Guidance counselor day
   - b. Select Student Program
   - c. Careers in Education Day
   - d. 1. Scholarships to attend provided
     - 2. Free transportation from Toledo public high schools
     - 3. Parents invited
3. Direct Mailings
   - a. To students on the PSAT search list
   - b. To respond to individual student inquiries
   - c. Community networks

Conclusion

Several factors have a great impact on the efforts of any institution to develop and to implement a comprehensive recruitment and retention plan for minorities in higher education. First, the decline of black student enrollment in higher education, in general, and Teacher Education in particular, is a problem of deep concern for the entire nation. Any university or college hoping to halt this decline in minority participation should have leadership characterized by a total commitment of its president, who must provide leadership for the university's faculty, students and staff. So far, the College's recruitment framework is working to attract minority students to its programs. Whether significant numbers of these students will matriculate remains to be seen.

Second, an assessment of the attitudes of faculty and students is necessary in order to develop the kind of school climate that nurtures and values cultural diversity. Williams (1986), in discussing institution-student fit suggests, "Many times, students who are carefully recruited to the campus have unrealistic expectations of what they will experience while on the campus or believe that they do not have the abilities needed to cope effectively with the campus environment."

Any plan, therefore, for minority student recruitment and retention must include necessary review, evaluation and modification of all aspects of the university environment to determine and restructure any obstacles which might inhibit the recruitment and retention of minority students. To this end, members of the Standing Committee on Minority Faculty, staff, and students have provided informal mentoring for incoming minority students since Summer, 1987, and plan to offer a formal program beginning in the Fall 1988. Information about the program would be mailed to students and parents during the summer. Students would meet with faculty members early in the term, again at midterm and at the end for an evaluation meeting. Retention efforts must be included in recruitment strategies.

Unfortunately, there is no quick and easy solution to reversing the decline in minority participation in higher education, in general, and teacher education, in particular. In the absence of a panacea, a solution will take time and hard work. Developing and implementing a comprehensive model like that used at Bowling Green State University is a step in the right direction.

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PANEL F: *Evaluation and Maintenance of Reference System*

William E. Stilwell, Presiding

Macro- and Micro-Evaluation for Maintaining the Recruiting and Retention Reference System

William E. Stilwell
University of Kentucky

In the development and implementation of the minority recruitment and retention system, the orderly acquisition of data is vital. Rather than simply letting information collect, the program managers carefully anticipate, collect, order, analyze, and disseminate their data. The purpose of development of an overall management system is for the orderly collection, organizing, analysis and dissemination of the student, faculty, program, institutional and employer information to permit more effective interpretation and use of the data. The overall system for minority recruitment and retention lends itself to the integration of information and to the interdependence of activities described in the model (Middleton, Mason, Stilwell and Parker 1988). Indeed, Ryan (1969) specified principles which are necessary for an efficient and effective system: wholeness, systematization, compatibility, and optimization. We must, in the course of building a system for evaluation of the recruitment and retention activities, design a system which is both simple and heuristic (Stilwell, 1976).

In creating a model for evaluation, the evaluator works with the program manager to develop strategies for collecting information. Evaluation of a system occurs on two levels: macro and micro. Micro-evaluation involves collection, organization, and dissemination of data and information on the broadest levels of concern. The evaluation questions are open-ended, and the data often are qualitative. More specifically, in the minority recruitment and retention system, the macro-evaluation asks broad, sweeping questions about the flow of information among and within the eight activities of the system.

For example, in the macro evaluation the evaluator might ask broad questions such as "How does the evaluation information get disseminated to the system's constituents?" or "How does the tutoring clinic reach the appropriate constituents?" In contrast, micro-evaluation examines the finer details of frequency and variety on such issues as information flow, organization, and dissemination among and within the functions of the system. The micro-evaluation questions are on specific, observable, and measurable issues and examine the interfaces of information and activities, such as "How many students qualify for and actually receive financial aid? or "How many direct recruitment system contacts have been made with each constituent group? How many people receive the information? How many people complete forms on the spot and/or mailed the information requests to the program manager's office?"

An optimal approach to the evaluation of a developing system is the macro/micro-evaluation cycle. In this approach, the evaluator and the program director simultaneously plan to examine different activities either by a macro-evaluation or by a micro-evaluation approach. Thus in any one cycle of evaluation, activities may be evaluated on the macro level, while other activities within the system are evaluated on a micro level in finer, more specific detail.

Planning for evaluation occurs throughout the development and implementation of an overall system. The program manager and the evaluator will want to work cooperatively in planning for continuous and for periodic evaluations. They will want to consider the purposes of each activity and ensure that the qualitative and quantitative data are collected, organized, analyzed, and disseminated to the appropriate persons. The feedback through reports within the system, newsletters to the participants, and media to the community is essential for the development of the system.

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Evaluating Racial Attitudes: A Process for Promoting Racial Awareness

(Based on data from a paper delivered at the American Evaluation Association annual meeting in Boston, October 1987, entitled "Assessing Racial Attitudes in a University Setting.")

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Although the University of Virginia is a state-supported institution, only 8% of the students are black and less than 1% of the faculty are black. This underrepresentation of minorities has been a concern to the university community in recent years. During the summer of 1986, an ad hoc committee of students, faculty, and administrators was formed, with the goal of increasing racial and multi-cultural awareness and improving race relations at the University. To determine the best course of action, the Committee decided that the first step was to identify minority needs and how students viewed intergroup relations. Initially, undergraduate students were selected as the target group, but as instrument design progressed, Committee members realized the importance of obtaining and perceptions of graduate students, faculty, and administrators as well.

The University of Virginia is a state-supported institution, in a state where 20% of the population is black. Although the University has made efforts to increase the number of black and students and faculty, only 6.5% of the student body is black and 1.8% of the faculty are black (Harris1986). This underrepresentation of minorities has been a concern to students and faculty alike in recent years. Demonstrations sponsored by black student groups have made it clear to the administration that more active measures needed to be taken in the areas of recruitment and retention. Partly in response to student activism and demands, President Robert O'Neil appointed a 16-member Task Force on Afro-American Affairs during the fall of 1986. Their mission was to define "an institutional policy designed to promote integration and enhance the educational opportunities of Afro-American students at the University" (Task Force, 1986). They were asked to report to him by June 1, 1988.

During the summer of 1986, an ad hoc committee, the Group for Improving Race Relations (GIRR), met. Comprised of students, faculty, and administrators, these individuals were interested in improving race relations at the University. While there is some overlap in membership of the Task Force and GIRR, the goals of the two have been somewhat different. In the case of the Task Force, their mission was to conduct a study within a specified period of time. GIRR, on the other hand, is interested in increasing racial awareness and in improving race relations over time. While the Task Force has concentrated on issues primarily of concern to blacks, GIRR has a broader perspective, which is to encompass individuals of all ethnic, racial, and cultural backgrounds.

In order to develop programs and activities appropriate to identified needs, GIRR decided that the first step was to conduct a formal assessment of the University's racial environment. Two surveys were proposed. The purpose of the first survey was to identify ongoing projects and resources at the University which addressed racial, ethnic, or multicultural concerns. Based on responses to this survey, a directory of resource people and programs was printed and distributed throughout the University. The purpose of the second survey was to determine how students viewed intergroup relations. Initially, undergraduate students were selected as the target group, but as instrument design and development progressed, GIRR members realized the importance of obtaining the perceptions of graduate students, teaching assistants, faculty, and administrators as well. GIRR also recognized the need for institutional backing and approached the Provost's office for financial assistance and general support. This was obtained during the 1986-87 academic year.

The purpose of this presentation is to discuss the development and refinement of the student survey and its modification for other University groups. What follows is a description of instrument development and field testing; administration of the surveys; and a brief summary of the results and recommendations.

Development of the Surveys

To ensure that the work of GIRR was completed in a timely manner, Dr. Vanessa Eslinger was hired as coordinator. Her role was key in the development,

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administration, analysis, and interpretation of the surveys. An interaction approach was used to develop the undergraduate, graduate, and faculty/administrator perception surveys. Initially, undergraduate students were targeted as respondents; consequently, Dr. Eslinger contacted student organizations and met with interested representatives to develop items for inclusion on the survey. Two dozen organizations participated in the survey's development and represented diverse groups such as the Black Greek Affairs Executive Council, the B'nai and B'rith Hillel Foundation Student Board, the Chinese Student Association, the Indian Student Association, and the Office of International Student Affairs.

Throughout this series of meetings, participants expressed minority and intergroup concerns, suggested survey items, and critiqued preliminary drafts of the instrument. This usually meant that Dr. Eslinger met with groups on more than one occasion. These interactions accomplished two purposes: they ensured diverse contributions in the identification and assessment of pertinent minority and intergroup relations issues, and they served as a means to build the participants' expectations for reviewing and responding to the results of the survey. However, these expectations also implied that the turnaround time between the administration of surveys and the reporting of results to participating groups had to be expeditious.

Final drafts were then field tested for reliability and validity. Several of the monthly GIRR meetings were devoted to instrument review and critique. Members made changes with respect to clarity of language, organizational format, and item additions and deletions. The survey was also administered to graduate students in the Darden School of Business and an undergraduate class in the Curry School of Education. Responses from the graduate students since their experiences and concerns were somewhat different from those of the undergraduates. The undergraduate students were asked to complete the survey twice, in oder to establish consistency of response over time (i.e., a one-week time interval). Following the second administration of the questionnaire, content and face validity were established by asking respondents to orally interpret the survey's directions and items. This was particularly useful in determining whether respondents understood the purported intent of the items.

As a result of the pilot tests, minor modifications in the final undergraduate survey were made. The development of the undergraduate survey took approximately two months. In light of the number of organizations that were involved, this was relatively quick. It also points to the importance of having one person responsible for the overall coordination of the development process.

During the development of the undergraduate instrument, it became clear that a separate survey needed to be developed for graduate students. This questionnaire consisted of some of the same items as the undergraduate survey so that comparisons could be made. It also includes items pertaining specifically to graduate students and eliminated items pertaining specifically to undergraduate students.

A similar process was implemented during the development of the graduate student and faculty/administrator surveys. Again, relevant student and faculty organizations or groups were contacted and asked to offer their suggesetions, and GIRR members reviewed preliminary and final drafts for item clarity and appropriateness. Whenever relevant, items on the graduate and faculty surveys were matched with those on the undergraduate questionnaire or reworded in a correlative manner so that comparisons might be made across response groups.

Administration of the Surveys

As noted previously, GIRR is comprised of representatives from each of the University's ten schools. Consequently, representatives volunteered to take responsibility for survey distribution and collection within their schools. This meant obtaining the dean's support and signature on the accompnanying cover letter in each school. However, Dr. Eslinger was rersponsible for the delivery and pick-up of surveys to each of the schools.

At the time of the survey, there were 11,249 undergraduate students, 5,736 graduate students, and 1,796 full and part-time teaching/administrative faculty members. Each person received a questionnaire and thus had an opportunity to participate. The rate of response was seen as a gauge of interest.

Undergraduate questionnaires were distributed at the end of the 1986 fall semester, in conjunction with the distribution and collection of students' schedule request forms for the 1987 spring semester. The School of Commerce, however, administered the survey during the second week of spring semester. To increase the number of respondents, questionnaires were redistributed in contract dining areas and dormitories by members of Alpha Phi Omega fraternity, the Residence Life staff, and First Year Council.

Graduate student and faculty/administrator surveys were distributed in mail boxes or by University mail during the spring of 1987. GIRR members made the necessary arrangements for return of the completed surveys, and these were then picked up by Dr. Eslinger.

Results and Recommendations

Demographic Information: Undergraduate survey responses were received from 2,089 students, or 19% of the total undergraduate student population. This included 1,722 Caucasian students, 195 Afro-American students, 152 students of other racial/ethnic/cultural affiliation, and 20 students who did not indicate their racial identification. The response rate was greatest for first-year students and dropped with each succeeding class. Sixteen percent of the total graduate student population (i.e., 928 graduate students) responded to the survey. This group consisted of 809 Caucasians, 37 Afro-Americans, 70 other, and 12 who did not report their race/ethnicity. A total of 769 faculty members and administrators (i.e., 43% of the faculty population) completed questionnaires. This included 714 Caucasians, 18 Afro-Americans, 29 members of other racial/ethnic backgrounds, and 8 who did not specify their race/ethnicity.

Major Findings and Conclusions: The data were analyzed by frequency/percentage of responses in each of the categories of items on the three surveys. Categories included general; student-faculty-staff interaction; student-student interaction; faculty-faculty interaction; curriculum; and institutional policies, procedures, and administrative supports. Comparisons across groups were made between responses of Caucasians, Afro-Americans, and members of other racial/ethnic/cultural groups.

Once the results were interpreted and summarized, Dr. Eslinger contacted the student and faculty organizations that had participated in the development of the surveys. She reviewed the results and discussed them with the organizational representatives. Response to a discussion of the results was favorable, and some of the organizations are currently preparing plans as to how they will address concerns that were identified in the survey.

In the final report and during the public release of results, GIRR made it clear that findings were not generalizable beyond the group of respondents. One must remember that response rates were 19% for undergraduates, 16% for graduate students, and 43% for faculty and administrators. It was heartening to see the fairly high response rate for this third group, and indicates their level of interest in racial, ethnic, and multicultural issues.

The survey investigated a wide spectrum of minority and intergroup issues. These were identified and included on the basis of input obtained from members of the University community during the early stages of development of the survey instruments. The fact that numerous student and faculty organizations chose to participate in the process seemed, in itself, to suggest a high level of interest in, and support for, minority-majority concerns at the University of Virginia. This conclusion was corroborated by the survey findings which revealed that across all response groups, percentages ranged from 74-100% in agreement with the statement, "Racial concerns should be a high priority at the University." In addition, 56-89% of respondents across groups agreed with the statement, "I would be interested in attending seminars, workshops, etc., designed to further my understanding of diverse ethnic or cultural groups." Nearly everyone (92-100%) indicated that they valued cross-racial/cultural interaction.

Recommendations

Specific recommendations fell into four categories: training, curriculum analysis, continued surveying, and monitoring and coordination. First, it was suggested that all administrators, faculty, and staff be exposed to some initial training that sensitized them to the issue of race relations in a systematic fashion. This training could include the results of the student and faculty survey for the purpose of better understanding the racial attitudes at the University of Virginia. Once completed, it would then be followed by regular additional training on an annual basis.

Second, it was recommended that each school and/or department assess its own curriculum to determine the extent that alternative curriculum perspectives were adequately presented. GIRR members would serve as resources and develop a curriculum analysis procedure. Once this procedure was validated, GIRR members would work with faculty committees from various departments to implement the curriculum analysis. Departments would benefit in the following ways: (1) they would have increased knowledge of multicultural components of their curriculum; (2) an explicit message to minority and majority faculty and students would be sent that the inclusion of multicultural issues was of departmental concern ; and (3) through action, they would demonstrate a commitment to the importance of viewing the content of a discipline in a broader light. An additional benefit of the process might be an increased emphasis of multicultural aspects of the courses and curricula in the written course and catalog descriptions.

Third, it was recommended that staff at the University of Virginia be surveyed, using a process similar to the one utilized for the student and faculty questionnaires. Representatives of the staff would be invited to participate in GIRR and in the development of the survey.

Fourth, it was recommended that efforts in the area of race relations be coordinated, monitored, and evaluated. Strategies would need to be developed to ensure that training and curriculum analysis activities mesh with other activities currently underway at the University and that the implemented activities are appropriately evaluated. In order to achieve this recommendation, a coordinator would have to be hired. This person could use the existing GIRR as an advisory board. Responsibilities of the position would include the development and implementation of a variety of training programs; development, field testing, and supervision of implementation of a curriculum analysis procedure; coordination of programs within different schools and central administration; evaluation of programs; and reporting to the University community on the progress of these programs. The data which are collected during monitoring and evaluation could be used for improving the program and informing others as to the program's progress and effectiveness. Results from the current set of surveys could serve as baseline data for monitoring the overall change in racial attitudes over time. Biennual administration of racial attitude surveys could be undertaken to assess University progress in this area.

In conclusion, the Group on Improving Race Relations has completed an extensive survey of students and faculty on race relations. The survey represents a culmination of efforts from diverse sources. Use of an interaction process was crucial in the design of the study. Essential to the development and administration of the questionnaire was the hiring of a coordinator who had extensive training in the area of instrument design and evaluation methodology. Her diligence in working with groups to identify and field test items and in meeting imposed deadlines made her the linchpin around which the work revolved.

This survey represents a first step in reaching GIRR's goal to improve race relations at the University of Virginia. Results from the questionnaire are both promising and realistic, promising in the sense that there was consistent agreement across groups that race relations should be a priority at the University, and realistic in that they showed differences across racial groups on attitudes or perceptions about University policies and programs.

The following uses have been made of the report since its release in October 1987.

1. Proposal Development. Since the publication of the report, the GIRR has developed two proposals using the data from the report for substantiation of racial attitudes at the University. One proposal was submitted to the University administration and a second is being prepared for submittal to the State Council of Higher Education.
2. Publicity. The report has been shared with both campus and local media. As a result, the issues of race relations have been discussed both at the University and in the local and statewide press.
3. Training. Data from the report has been shared with a number of different groups around the University. Most notably a training session has been conducted for the Student Honor Committee and the results have

been shared with members of the Board of Visitors. Since the report was published, an independent student group has been formed and is currently developing racial awareness training for other student groups. It is expected that this training will be available during the second semester.

4. Other Uses. The results from the survey have been provided to all Deans of the 10 different colleges, broken down according to their individual students and faculty. The School of Education's Multicultural and Minority Affairs Committee has prepared a school-wide summary including recommendations that has been shared with the total faculty and is expected to be implemented during the second semester. The GIRR plans to use the results from the survey as one measure of change of racial climate at the University of Virginia. The committee expects to conduct the survey next year to assess change in attitudes.

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(Direct correspondence about this paper to: Robert W. Covert, Evaluation Research Center, University of Virginia, Ruffner Hall, 405 Emmet Street, Charlottesville, VA 22903 (804) 924-0511.)

VI. Group Sharing and Problem Solving

SUMMARY OF SMALL GROUP SESSIONS

Group Leaders: Leonard Beckum, Phil Chinn, Henry Cobb,
Sarah Lang, Tom Lasley, Ana Schuhmann

Discussion sessions during the conference helped to clarify thinking about the presentations that were made during the morning and afternoon sessions. There were two goals: to understand the informaation presented and to examine ways in which the participants can implement what was presented. Four major problems relating to these goals were discussed. The first, and perhaps most obvious problem is that there is no common base of knowledge for dealing with recruitment and retention of minority teachers: this is a NEW problem for most universities. Each university is dealing with it in a different way instead of drawing from a collected, established, unified pool of knowledge. As seen in the presentations, there are almost as many recruitment and retention models as there are universities implementing them.

The diversity of approaches relates to the second problem the groups discussed: lack of organization. Universities have to be able to organize a small group of dedicated people to meet with appropriate members of the community. This is no small task. It takes at least one person (faculty member) working almost full time, with part time help, to implement a successful program.

The third problem is that there is a relatively small group of students in each community that can be pursued by each university. Of the minority students accepted by colleges, many prefer to go into other, more lucrative and currently respected fields such as engineering or the sciences. Thus, we must find a way to get these students interested in teaching at an early age, so that they can be drawn into the field.

Relating to this, is the fourth problem: How can we improve the profession for those already in it so that it will be more attractive to those we wish to recruit? Teaching is no longer a respected profession in the eyes of many people. Salaries are mediocre. State and federal governments continue to overlook the needs of Education, and many parents and communities have become either apathetic or accusatory. The profession must be upgraded if it is to attract minorities.

The groups determined that in order to implement the presented models for recruitment and retention of minority students, these four problems must be addressed: establishing a common base of knowledge; organizing faculty and staff at the universities; finding ways to lure minority college students away from other fields into education; and upgrading the teaching profession so that it will be more attractive to potential students.

VII. Viewing the Model from a National perspective

Barbara Holmes
Teacher Education Project
Education Commission of the States

I want to thank you very much for inviting me back to this conference. I had the privilege of speaking here last year at the First Annual Conference on Recruitment and Retention of Minority Teachers and I am very pleased to have been asked again.

There are a couple of observations I would like to share with you. Not only specifically about the model that was developed in last year's conference by individuals in various work groups, but about its application and implementation. The model is a very good one and provides a good rationale for work and dialogue. To that extent, it has to be advantageous because it involved in all sorts of people speaking from various perspectives. We will try to use the model when we can at the Education Commission of the States in a new project effort we are mounting. That effort will be on the recruitment and retention of minority teachers. As we travel across the country and look at programs and try to help people establish programs and renew research, etc., we will try to propose that model. It has broad applications.

There is a relationship between the absence of minority teachers and the development of an underclass in the country. At conferences like this, where thoughtful people have been brought together we must come to grips with some of the realities of what that absence of minority teaching core does both to minority students and to a broader culture, as well. For the past two years we have heard teachers say, "We can't do it all, we can't deal with social problems, and we can't deal with the problems of the home." Well, that is a broad agenda. What I would propose is that teaching is the profession that, in turn,creates all the other professions. Everyone who is now a physician, a lawyer, a high-tech production specialist, computer operator/programmer, etc., has been taught by a teacher. If we minimize the importance of teaching as a profession, we will really short change this country. Teachers produce all of the other professions. We are a multi-ethnic culture in this country. If that teaching force does not demonstrate the parity of ethnic representation in that larger school age population , we will not have a country as we know it today because we will not have a common culture. We must maintain a common culture. This does not at all say that we cannot live in our particular enclaves and maintain our ethnic and racial idenity; of course ,we must. But, we must also have a common culture.

The teaching force must not ever be a single ethnic representation. In other words, that teaching force must represent, with parity, the composition of a school age population in the country. In many of these sessions we have talked about the fact that the demographics are shifting, and we mentioned that in many states the so-called minority population is now a majority population . At the same time the representation of black and Hispanic teachers is declining in those same states.

Teachers are our heritage; they give us our values. They shape our attitudes. They are our history. They tell us what was and they tell us what ought to be. In the New York Times, on December 20th, there was an article devoted to the underclass. I'll not bore you with details. Several very noteworthy researchers talked about this dilemma and this growing population we now call the underclass. In the article, some of the researchers, many of whom we respect, for example, William Wilson, mentioned that part of this dilemma, part of this cycle, has to do with poverty. Of course it also has to do with behavior. I suggest that the rules of behavior have not been passed along in certain communities as they had been at one time. If we do not prescribe to a pattern of general behavior, we do not make it as a culture. If we do not learn manners, if we don't learn how to behave toward one another, if we can't conduct ourselves in an appropriate range of situations, we do not know how to get along in our culture. It indeed is a type of literacy. I am saying that there must be some guidelines. A lot of the main vehicles for comunicating those guidelines are in the process of K-12 schooling where teachers point out what is inappropriate behavior and what is appropriate behavior.

You, in institutions of higher learning, have a valuable mission here before you and that is to produce teachers who can go into public schools and help with some of these problems. For the past 30 years we have lost a couple of generations of people - not totally. I'm not saying that every child in America for the past 30 years has had a poor teacher. I am saying that not enough attention, however, has been paid to a concerted effort to have consistent, coherent teaching across the broad fabric of American schooling. You are in the most valuable role in the country. You can make a difference in the kind of people you have, in the kind of people you recruit, and as the previous speaker smentioned - in the kind of people you retain. There are certain goals we must articulate. We cannot be mushy about them. We cannot assume that all of us are talking about the same thing. In the few sessions I have heard, I notice that we are not really talking about the same thing, not all of us. In some instances, we are skirting the real on-the-line issues. We are not operating on the same premises about what is valuable. I am laying down my values when I stand here and say to you that school community is the most important thing. Teaching is the most important thing because it maintains and expands a common culture. It has nothing to do with the fact that we have different heritages. We must have that common culture or we will not exist as a nation. It is the most viable, important thing we can do.

I heard some things said this morning that were very interesting to me. David Imig, last week in Washington, said that the colleges of education have got to be more proactive. Let me tell you what I mean by "proactive." The conference is proactive. It is a step. It is coming out and saying, "We want to do something and we want to work with other people and find out what to do." It doesn't prescribe any one thing, but it does say, "Let's get together." That is what I mean by "proactivity." This demonstrates it. The conference is exceedingly well-integrated. It is integrated in that you have representatives from a number of states here, and a variety of institutions. You have gender integration, you have racial integration, although not as complete as we would like it to be. But, we are in a region of the country where you certainly have represented the major groups here. That's what I mean by "proactivity." Someone has said, "Let's do something." They have done that because it extends from leadership. There has been some commitment, at the University of Kentucky for Manny and Pete to say, "Let's do something."

Do you remember the old Judy Garland and Mickey Rooney movies? That is what is going on here: you are having a show. You see something that needs to be done, and you want to get people together and see what has to be done. You couldn't do that if there was not some high powered leadership at the University that allows you. It does not do it for you, but allows you to do it. This is what empowerment is really about. Empowerment is about the freedom to do something. The freedom to select from a range of options. That is really what empowerment boils down to, and then ultimately there is the freedom to change.

Now, speaking of change, what have we got to change? What else must we do? We have to change some attitudes. We need to have more "up-front" discussions to talk about what threat is, what anger is, and what fear is. We need to bring out those things and talk about them. I was very impressed with the presentation from the University of Virginia where the presentor said, "This in and of itself will not change anything, but it identifies some perception and allows us to close the gap between the perception and the reality." It is a very positive, proactive, kind of behavior.

Earlier I mentioned the underclass. Nothing disturbs me more at this point. In the article I referred to in the New York Times, the authors were quoted saying, "The problem is economics and behavioral." They do not mention unemployment. No where in the article do they mention the connection betwween education and the lack of employment. They mention income, but don't mention unemployment. Without education, without literacy, in a variety of sophisticated symbolic systems and codes, we have no access to meaningful and gainful employment. That is what is happening. The rate of people, the number, the sheer number of people with low poverty rate, has almost doubled from the figures from 1980 in 1986 from 24 million to 32 million. I do not need to draw a picture to identify those people for you. That means that there is a whole group of people who do not have access to employment to become self-sufficient. What we are hearing at every meeting and every speech is that there is a terrible drain on this group of society. We have not empowered these people to change. We have not provided true access, true meaningful access to higher education, for education from K-12. We are still holding back. In certain low-level literacy scales - reading, writing, and rudimentary computation skills - perhaps there has been some changes, but not in the significant skills of the higher thinking. We are not doing a good job. One reason we are not doing a good job is because the teaching force, in large measure, has decided that certain people cannot do it. You have a responsibility to try to turn around that perception. The people can do it. I'm here to tell you they can do it. High level leaderships on the campus may not change attitudes, but it does make it possible for some who are wavering to behave differently.

You must decide your best site for change. One site I propose to you is a local district, a local school, the community. Your natural laboratory is there. Very often we do not get recognition in our own camp, in your case the university. So, you have to go out of the camp and do your good works, do your research, and make changes . Then, let news of that travel back to the university. I know that is hard. But, a lot of people do it. We are doing some work at ECS involving case studies of exemplary programs and one of the questions our researchers ask, is "Well what do you perceive as barriers?" People say, "I didn't know there were barriers, I saw something that needed to be done, and I didn't think about barriers." I propose that that is the way we begin to think about this. Not whether or not you can do something on campus - leave the campus and get involved. That is a very viable strategy. I'm not saying that it is going to work in all cases, but it must work for you because your university allowed you to come to this meeting. So, that gives you some reason to think that there is some interest and some level of commitment.

Again, I congratulate you conference planners, all of you for being smart enough to come. I'm interested in this conference and seeing how it develops. There will be obvious changes and improvements and straightening as the years go on with this conference. But, it is a very important one and I congratulate you for having it.

David G. Imig,
Executive Director
AACTE

I bring greetings from Bill Gardner, this year's AACTE President. He asked me to convey his congratulations to Ed Sagan, Pete Middleton, and Emanuel Mason for convening and hosting this important conference. AACTE is the national voice for teacher and administration preparation in the nation's capital. Located at One Dupont Circle, it includes 720 institutions of higher education with 45 historically black institutions. A 23-person Board governs the Association and includes all segments of the university/college community.

When I last heard Carl Rowan give his "Ms. Bessie" speech, it was five years ago in Detroit. That was a time when Elaine Witty had recently published her study on the Decline, convened her first conference on the survival of black teachers, and attracted attention to this important issue. That was also a time when A Nation At Risk had just been released that pointed to the fact that our schools were bad and our teachers were worse; that we were being swept-up in a rising tide of mediocrity. That report made no reference to this issue or the importance of addressing the need for more minority teachers.

Today there is some despair at how little progress has been made in addressing the problem . I think it is a time to acknowledge how far we've come. Five years ago, those trying to call attention to this problem were shouting in the wind . Today, the national media covers the story, political candidates acknowledge the problem, the Congress debates steps to take, and schools of education implement projects and make commitments. College presidents put minority recruitment on their agenda, as they did at Spring Hill last September, and Carnegie and Holmes debate ways of addressing this issue through reforms in teacher testing and teacher education. The American Council on Education is showing real leadership on this issue and the teacher organizations are raising the issue in various forums.

I'm proud of what one Association has done to shape the agenda and promote national attention on this issue. AACTE has been in the forefront of efforts to recruit more minorities to teaching. We have been addressing this in public forums for at least the last decade and in our publications, speeches, resolutions, testimony, and collaboration efforts with other Associations. AACTE has been:

- tracking state initiatives
- gathering enrollment data
- convening the Committee on Multicultural Education
- leading efforts to set Congressional agendas
- speaking-out on this issue
- articulating a strong affirmative testing policy and contributing to policy debates within the National Teacher Education board
- co-sponsoring this and the Norfolk State Conference
- working with SREB and consulting with NGA on the issue of minority recruitment
- encouraging foundations to be serious in their efforts to support innovative programs
- promoting the MCE standard within the NCATE accreditation system
- seeking the inclusion of more minorities on Association committees, task forces and the Board of Directors; and,
- convening a Wingspread conference to which civil rights groups and education groups went to consider a common plan of action.

In early December, that AACTE plan was released. It attracted much media attention. It called for:

1. a national scholarship program
2. state scholarship programs
3. targeted high school work/study programs
4. targeted college work/study programs
5. promoting 2 to 4 year articulation efforts
6. assistantships for mid-career programs
7. entry incentive programs
8. re-entry programs
9. induction programs
10. assessments and grants programs

And now the hard work begins. I want to assure you that there will be no slackening of commitment in the future. Already, Eugene Eubanks has articulated minority recruitment as a goal for his AACTE presidency and John Goodlad has said we must maintain this commitment in the coming years. It will not be easy to accomplish our goals.

What next?

We will operate in a climate which the reformers demand excellence and promote an image of elitism and schools that exclude . We must counter that message with our commitment to excellence for all with our successes judged by how we include. We must project an image of excellence - we must refashion our programs, intensify our efforts and fashion new efforts to prepare a new generation of teachers to teach in schools increasingly populated by minority children.

During the past, we have absorbed more legal immigrants than the rest of the world combined — every indication is that this growth in immigrants will continue. When added to children of other ethnic groups, they will soon constitute half of the school population.

There is also a Not-So-Obvious Agenda

One glaring reality is that the next generation of minorities will be taught by white, middle-class young women whose preference is to teach in surburban schools. While we place an emphasis upon the recruitment of minorities to careers in teaching — and recognize the competitive climate in which we are operating — we need to also place an emphasis on preparing a cadre of teachers in the schools where large concentrations of minorities are located. This dictates that we need the multicultural standard and the concept of cultural pluralism.

There is also need for a renewed sense of commitment to concepts of toleration, respect and understanding in our preparation of teachers.

That is a parallel agenda to which we will be turning attention. We must persist in our efforts - we must keep on - until such time when

> *WE WILL BE ABLE TO JOIN THE COUNCILS OF DESPAIR AND BRING NEW LIGHT INTO THE DARK CHAMBERS OF PESSIMISM - AND THEN, ON THAT NEW DAY - WHEN THE DAY COMES, THE FEARS OF INSECURITY, THE TORMENTS OF FRUSTRATION AND THE DOUBTS CLOUDING OUR FUTURE, WILL BE TRANSFORMED INTO CONFIDENCE, INTO EXCITEMENT TO REACH NEW GOALS, AND IN WHICH THE BROTHERHOOD OF MAN WILL BE UNDERGIRDED BY SECURD AND EXPANDING PROSPERITY AVAILABLE TO ALL —*
>
> MARTIN LUTHER KING, JR.

The preparation of a new generation of culturally-aware and sensitive teachers as well as the attraction of more minorities to teaching must be our highest priority.

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Initially, I want to commend you and UK relative to the development of a model for recruitment and retention of minority students in teacher preparation programs. The model can serve a most useful purpose for colleges, LEA's, community groups, professional groups, state and federal government officials, etc., who want to do more than lament the national crisis as it relates to minority teachers not only for minority children, but also for the nation as a whole. The model has a number of strengths, some which might be listed are:

1. Analysis of the Problem
2. Planning & Goal Setting
3. Process for Resource I.D. Needs

4. Interactive
5. Adaptable
6. Monitoring System
7. Comprehensiveness

The model also provides a process for assessing what colleges and schools are presently doing or might plan to do in the future. It is much more than most institutions are doing, including my institution, because it establishes a process and sets forth "checkpoints" for instituting a system; if we are to meaningfully address this problem of an inadequate number of minority educators then we will require an integrated system involving local, state, federal and university policy makers.

We must, for example, move away from policies which mandate specific criteria disguised as standards and are divorced of any significant resources or changes in the system which will provide a student an equal chance much less an equitable opportunity to satisfy the new requirement. For example, as universities and/or state departments require certain specific courses and/or test scores for entry into college, have they taken steps to ensure minority students primarily in urban areas are offered and are taking these prerequisite courses. We can point to too many conflicting policies, involving major policymakers, which have a most negative impact on minorities. We see these conflicting policies in loans replacing grants (research shows minorities are not receptive to loans), tests becoming more important and preceding curriculum changes (tests excluding students prior to making curriculum changes), and reverse equity (those with the least need are afforded the greatest opportunity).

Yes, you and UK have made a good start, but I believe we should also recognize shortcoming in the model.

1. The model does not seem to provide adequate sanctions, neither positive nor negative. Is the model too dependent on voluntary action?
2. The model does not adequately provide strategies for acquiring additional resources and does not deal in the short run with the sticky issue called "reallocation of resources," which will be needed to accomplish the task. Is the leadership and faculty at your institution prepared to make significant reallocations to provide resources for the task?
3. More direct involvement in the political process on this issue should be encouraged by colleges and universities. During the time of tight budgets, maybe it is appropriate for minority legislators and other allies to stand up during the appropriation time and say, "I won't support provisions and budgets for universities, state departments, LEA's and other important issues where there is a close vote until resources are provided or reallocated to this concern." Are legislators ready to play hard ball on this issue?

Finally, let me say that when I look at a model and expect a meaningful outcome, typically among the factors I examine are:

1. Adequacy of Design (here the UK model is usable?)
2. Resource Provisions

3. Commitment (racism is still alive and well in the USA)
4. Sanctions

It is in the area of resource provision, commitment and sanctions that strategies must be developed to make this model truly effective. From my perspective, that is our next step.

VIII. Where do we go from here?

William Parker
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I just want to share with you, a couple of things that comes to mind when you say, "Where do I go from here?" The big task now is implementation. That is the toughest task. We in teacher education know that when we teach something we have to make a decision as to which level of learning we want it to be applicable . We also know that because you are knowledgeable does not mean that you can do it. You have much more knowlege you can apply to this problem. So you are knowledgeable and you are understanding the problems. The big task now is how do you bring about change? There are no set answers on how we do that. Frankly, we don't know! But, you have now the basic foundation in which to function, and so the expertise of implementation is right here in this room. There are no other people who can help you do that. There are no scholars in the field who have already resolved the problem. So as you pursue your goals, just expect things to occur. What are some things you need to be effective in the implementation? You must have a mighty positive attitude for what you are about to do, because you certainly are going to go against the grain of many things that have been done. It is very likely that on your campus you will be the only person who is willing to work for these causes. That is very likely to happen. So we expect being without the help of the insensitive administration, the faculty members, and the students - the students who have an opportunity to go into a profession or into a discipline they feel is far more rewarding than teaching. You have to convince these people why they should teach.

Suppose you recruited someone and they said, "Why should I do that? Why should I be a teacher?" What would you say? That's tough teaching! So be prepared for the kind of things that will cause you to say, "...this can't be done." Be responsible for shedding light on some of the subjects. What are the implications if we don't do what we are saying we will do? I read somewhere recently that unless we change our format in teacher training that by the year 2000, 75% of all public school teachers will be white females. One teacher said, "What's wrong with that?" She missed the whole point, missed the whole point! She saw that as a threat and she took it personally. Those are the people you are going to deal with.

We don't know what to do with the bright street kids. We don't know how to teach these kids. They come in school and we just can't handle them. Black males deserve to be listened to. Our speaker last evening talked about the impact that kind of person can have on you. For every 100 graduates that graduated last spring that were black, 85 of them were females, only 15% of all college graduates in our community are black males. We need many more. Understand that. Has integration really raised the hopes of most of our kids? They don't know whether integration has helped them or not. That has become debatable. Of course, integration is the only thing we can do. We are going through the birth pains, and we are in this room because of it.

Being an old warrior, I once had a book lying on my desk that somebody stole from me. The title of it was, Integration Is A Bitch! It is! It's tough because we don't know how to do it. Just placing kids together, we have learned is the real resolution to the problem. It's tough, there's a lot of things we didn't know. We've learned. So as you go out into the field, and begin to implement your program, expect adversity. I have a very positive attitude about what you are doing. You are committed to this.

As Carl was talking last night about his Miss Bessie, I smiled because I, too,had a Miss Bessie. Probably most of us in this room have. Mine's name was Miss Bloodworth. Even the name rings terror. Very petite woman, powerful teachers I guess are very small. And how tough was Miss Bloodworth? My response is this: when you asked on the playground, "What happens if you cut Miss Bloodworth's class?" The response is, "Nobody knows man, nobody knows!"

Summary

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We have learned, during the course of this conference, a lesson which is probably familiar to all of us: the best way to learn about the recruitment and retention of a minority students in Teacher Education Programs is to have a forum asking people who are actually doing it to speak and write about their experiences. During the conference, we heard a series of excellent presentations and suggestions from a dedicated group of practictioners. From our perspective, the reflections and writings of the presenters and participants have enlarged our understanding of the complexities of the issues involved in recruiting and retaining minorities in Teacher Education Programs.

The overall pattern of the recruitment and retention model was best understood by structuring the conference activities around the Eight Functions of the model. Papers and presentations were designed to specifically address each function of the model in order that they might enhance and clarify the implementation of that particular function:

- Analyze Teacher Education Program systems
- Specify goals for minority participation in Teacher Education Programs
- Involve community groups
- Develop a plan for recruitment and retention
- Prepare for and implement plan
- Evaluate plan
- Maintain intervention reference system

It is not necessary to dwell at length upon the complexities of each Function of the Model. Keep in mind that these functions are interactive, and as you work on one you may want to change to another that you have already worked on or that may be more crucial to the plan at the moment. Do not think of these activities in terms of steps, but as parts of a system that ties the entire model together.

It is important to remember that along with the technical elements of the model, the functions, there is a human element, the person and people who will make the program work. It is imperative that both elements are in place with clear directions before students are brought into the program.

If we educators are ever going to effect seriosly the shortage of minorities in Teacher Education Programs, and not just lament the complexities of the many facets of the issue, we must give serious attention to the kinds of solutions that were described during the course of this conference and articulated in these Proceedings.

The major objectives of the conference were:

1. To provide Colleges of Education with a model to increase their effectiveness in promoting the recruitment, retention and certification of minorities in Teacher Education Programs at the local, state, and national levels.

2. To facilitate the application of relationships among educators, business persons, parents and other groups to assist in the improvement of recruitment and retention of minority educators.
3. To facilitate the implementation of the model(s) and materials for local recruitment and retention of minority teachers.

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